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ABSTRACT

This second phase of a study conducted by the National League for Nursing determined the types of applicants to schools of nursing, their manner of applying, the programs to which they applied, and the considerations that influenced their choices. It also dealt with alternative paths taken by rejected applicants, focusing on those who made additional attempts to enter nursing programs. Drawing from institutional data and personal interviews of nursing school administrators conducted during the first stage of the study, most data for this phase was gathered by questionnaires answered by 2,400 applicants to nursing education programs. Results showed differences in family responsibilities, academic achievement, and work experience for applicants who had been rejected and those who had been accepted. At the conclusion of the study, the following recommendations were made: (1) financial aid should be made available to students, particularly first-year students with family responsibilities: (2) funds should be made available for tutorial/remedial programs to assist students having academic difficulty: (3) studies should be made of the geographic distribution of schools of nursing by type of program (baccalaureate, associate degree, diploma): and (4) nursing school policies should encourage students to make multiple applications (to several schools). (KC)

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ENTRY INTO NURSING
PART II
STUDENT SELECTION AND RETENTION IN NURSING SCHOOLS

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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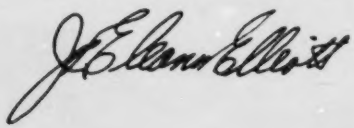
FOREWORD

This publication is the second report resulting from a project to study student selection processes in schools of nursing. The study, undertaken for the Division by the National League for Nursing, aimed to identify both institutional- and student-related factors contributing to the growth rate in admissions to and graduations from nursing educational programs.

The phase I study report, published in late 1977 by the Division, dealt with three major aspects: a questionnaire survey of all schools of nursing in the country, in-depth interviews with program administrators at 20 representative schools, and a questionnaire survey of applicants to the fall 1974 class of the 20 schools. This phase II report presents data on the applicants, their manner of applying, the programs they applied to, and the considerations that influenced their choices. The report also deals with alternative paths taken by rejected applicants, focusing on those who made additional attempts to enter nursing programs.

The culmination of 3 years of investigation, this report will aid schools of nursing in improving their approaches to recruitment, retention, and removal of barriers to a career in professional nursing.



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1. INTRODUCTION

Each year thousands of applicants seek entry into the nursing profession. The characteristics of those who apply to nursing schools; the number, type, and geographic distribution of programs to which they apply; and the considerations which influence applicant choices of programs are part of the subject matter of this report.

The report also addresses the alternate paths taken by applicants once schools have processed their applications and made determinations with respect to acceptability of the candidates. It also looks at what happened to those applicants who were unsuccessful in gaining admission to the nursing program of their choice and focuses on the consequences of their being rejected and the extent to which they persevered in making additional attempts to enter nursing school. It traces those who, although accepted, failed to enroll in the nursing program and examines the extent to which they continued with their plans for a nursing career but at a different school of nursing. It looks at those who entered the program but who subsequently withdrew. Finally, it explores the problems and solutions faced by students who enrolled and stayed in the nursing program.

The data for this study were gathered in the initial phases of the study to evaluate the student selection processes in schools of nursing, funded by the Division of Nursing.[1] In order to have the data in context, a brief summary of the parameters of the earlier phases follows.

The aim of the study was to identify factors contributing to the growth rate of graduations from nursing programs—factors existing both prior to the student's entry, at the recruitment and selection stages, and later, once the student was in the program. In designing this study, three foci were established. The first was to obtain a picture of the policies, practices, and procedures affecting entry into schools of nursing throughout the country. This was accomplished from the data collected by a questionnaire mailed to all 1,439 schools of nursing in the country with a program to graduate registered nurses (Phase 1). In order to facilitate our analysis of these data and to comprehend nuances not otherwise apparent, a sample, stratified by type of nursing program and geographic location, was selected. Site visits

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[1] *Evaluation of the Student Selection Processes in Schools of Nursing*, National League for Nursing, New York, 1976, contract number 1-NU-34081 from the Division of Nursing, Health Resources Administration, PHS, DHEW.

were made to 20 schools and in-depth interviews were conducted with the administrators and faculty involved in student selection processes (Phase II). To complement the information obtained from institutional sources and to complete the picture of student selection processes, a questionnaire was mailed to applicants of schools of nursing (Phase III).

The names and addresses of applicants who applied for admission to the fall 1974 class were supplied by the schools who had participated in the second phase of the study. The schools also classified each of the applicants according to one of the four following groups: (1) applicants who applied but were not accepted; (2) applicants who were accepted but did not enroll; (3) applicants who were accepted and enrolled, but withdrew; (4) applicants who were accepted and were currently enrolled in the nursing program.

Two separate questionnaires were prepared; One was sent to those who were enrolled in the program of nursing at the time the study was conducted, and one was sent to all other applicants. The instruments differed only insofar as the questionnaire sent to the second group included a section on the alternatives considered and action taken by those applicants who were not enrolled in the school of nursing that had provided us with their names. In all other respects the questionnaires were identical. Over 2,400 applicants participated in the study.

The data gathered during the course of this study are based on the responses received from deans, faculty, program directors, and other administrators, and from the applicants themselves—all of whom gave generously of their time to provide information about their experiences with student selection processes. While the primary focus of this report is the analysis of responses from the applicants, and will be discussed later, we will next summarize the findings from analysis of the institutional data.

2. INSTITUTIONAL PERSPECTIVES OF STUDENT SELECTION PROCESSES

Recruitment

Recruitment activities vary considerably from one school of nursing to another. Some schools do no recruiting whatsoever. The current overflow of applications to these schools provide momentum to carry them through the next several years. While some schools maintain waiting lists of applicants, other require that applications be renewed each term.

Some schools are not directly involved in recruitment activities; these, for the most part, are component schools of colleges or universities. Typically, recruiters are sent into the field to furnish information on all the departments of the college. Large institutions may have several recruiters, one to concentrate on accounting, business, and economics majors, and another to recruit for health profession majors, etc. Generally, the most frequent pattern is to have one recruiter or the recruitment team simultaneously represent all departments. However, the guidelines for the type of applicant the school of nursing wishes to attract is established by the school itself. In some cases a nursing faculty member accompanies the university recruiting officer. In other cases the school of nursing merely provides brochures for the university recruiter to distribute, or leaves the recruitment effort entirely to his or her own discretion.

Some schools of nursing find it more economical and efficient to pool their recruitment activities. This is particularly functional in areas where schools are not necessarily in direct competition with one another. For example, three schools in northwest Texas, each offering a different type of nursing program (baccalaureate, AD, diploma), pool their recruitment activities by taking turns making the rounds of the local high schools. Each recruiter takes descriptive materials on the other two nursing programs available in the area.

Some other schools are using computers to aid recruitment. The schools build into their computer programs a number of variables to help in the selection of prime recruiting targets. Variables may include: identification of the schools from which students have previously been recruited, the socioeconomic status of the community, the geographic scope, etc. These factors are programmed to provide computerized identification of those high schools which will provide optimum return on the school's recruitment efforts. This methodologically sophisticated approach to identifying recruitment

sites tends to be used by schools of nursing affiliated with colleges and universities having access to an on-campus computer center.

The recruitment activities of some schools of nursing, as indicated earlier, are restricted geographically by their charter. This is more likely to occur among associate degree programs of community colleges than among other types of nursing programs. At the other end of the recruitment spectrum are schools of nursing that maintain a policy of open enrollment. Here, any student desiring to attend the school of nursing may do so. In effect, the student has the right to flunk out. Schools of nursing having open enrollment policies tend to be a part of a college or university offering other types of (non-nursing) programs. Consequently, students who perform poorly in the nursing program can be advised to redirect their career aspirations to one of the other programs on campus.

Nursing schools use a variety of other recruitment methods. The most frequently used recruitment tool and one used by all schools is that of having a catalogue available on request. The second most frequently employed method of recruiting is having a recruiter make a presentation to local high schools on Career Day. Two other frequently used methods of recruitment are having brochures specifically focusing on the nursing program itself available for distribution, and having recruiters confer with high school guidance counselors.

The various types of nursing programs tend to use similar types of recruitment methods, although some distinctions can be made among them. Both baccalaureate and AD programs are more likely than diploma programs to have brochures specifically focused on the nursing program. When the university's admissions office sends recruiters out into the field, they often have their recruiters distribute these brochures—in some cases the brochures substitute for having a nurse join the team on their recruitment tours. Baccalaureate programs are more likely than other programs to have brochures designed to attract minority group students. These brochures usually include career opportunities for minorities in other programs in the college as well. Another distinction among the various programs regarding recruitment activities is that baccalaureate programs tend to advertise in national media (i.e., college handbooks) while AD and diploma programs are more likely to advertise in the local media (i.e., local newspapers, etc.).

Selection Criteria

When actually selecting students for entry, all schools considered their application form an important part of the selection processes. The application form was usually comprehensive and tailored to the particular informational requirements of the school. The following

types of information were considered important selection criteria by the participating study schools of: health information, high school class standing, grade point average, a statement of motivation, and references. The interview, although time-consuming and expensive to administer, was also considered important.

An examination of the differences between the three programs reveals that diploma programs were considered more likely than baccalaureate or AD programs to use a greater variety of selection criteria. (In other words, diploma program respondents checked all the items included in the checklist as "very important" to their selection processes, in contrast to respondents from baccalaureate and AD programs, who checked fewer of the items. It is reasonable to expect baccalaureate and AD programs to follow a similar pattern because for both of these types of programs, the screening is conducted by the university or college admissions office. In both cases, and unlike diploma programs, the selection process is one step removed from the school of nursing.

The greatest difference between the programs was found in the importance attributed to the applicant's statement of motivation. This criteria of selection was used considerably more by diploma programs than by either baccalaureate or AD programs. The interview is another item used considerably more by diploma programs than by baccalaureate and AD programs. Interviews are generally very expensive and time-consuming. The large number of applications flowing into the university or college admissions office (of baccalaureate and AD programs) often makes interviewing each applicant impracticable.

Admissions Criteria

There are two main items that stand out in terms of admissions criteria for all schools. First, most schools of nursing have admissions requirements for all first-year nontransfer students. Second, most schools of nursing also have advanced standing available to students with prior nursing preparation.

Some other admissions policies bear note Baccalaureate programs were twice as likely as AD and diploma programs to try to recruit (and admit) male students. Baccalaureate programs also were three times as likely to report having special selection standards to recruit minorities. (Often the university or college admissions office has a special department concerned with recruiting minority students.) AD programs were more likely than baccalaureate or diploma programs to have a policy based upon geographic distribution of acceptable applicants. (Many AD programs are required by their charters to service a very special geographic area.) Diploma programs were more likely than baccalaureate or AD programs to consider the student's total dossier.

The most significant distinction between programs lies in a comparison of the baccalaureate and AD programs with the diploma programs. Because baccalaureate and AD programs are usually located on university and college campuses and are required to have (or elect the option of having) the admissions office screen applicants, certain compromises are made in trying to "objectify" the criteria for admission. The number of applications received by admissions offices in diploma programs, on the other hand, are relatively small by comparison with those received by university and college admissions offices (where the applicants to the schools of nursing comprise only a small proportion of the total number of applications processed). In other words, diploma programs, by directly processing their applications, have a better opportunity for a more thorough examination of the applicant's complete portfolio.

Student Retention

In addition to our interest in how schools recruited, screened, and selected candidates for admission, we were also interested in learning about programs designed to aid retention of students once they were enrolled in the school of nursing. For example, what kind of assistance was available to the students from disadvantaged backgrounds? The most frequently mentioned form of assistance was the availability of a counseling program. Such programs, however, were more likely found at baccalaureate and AD programs than at diploma programs. The reason for this stems from the fact that universities and colleges establish special departments for the sole purpose of assisting disadvantaged students (from any or all of their various programs). Because of the university's multipurpose structure, it is possible to draw students from a variety of disciplines. Consequently, there is a sufficiently large enough number who need help to justify establishing a special tutorial or counseling department. For these larger institutions (compared to the single-purpose diploma program), it is economical both financially and in terms of manpower allocations. The same does not hold true for diploma programs. They neither have the financial nor manpower resources to maintain a comparable type of program or department. This is not to say that diploma programs do not offer counseling to their students. They most certainly do. The difference between diploma programs and baccalaureate and AD programs is the extent of extraordinary (remedial and tutorial) assistance they are able to offer. It is undoubtedly because of their affiliation with the university's counseling program that baccalaureate and AD schools of nursing were more likely than were diploma schools to report: assisting students by decreasing the workload or lengthening the time for program completion; having a tutorial program; and offering remedial courses either prior to or concurrent with the regular nursing program.

As we can see, the structural arrangements for administering student selection processes vary from one type of nursing program to another. Undoubtedly, these differences will have some effect on those applying to the programs. How significant these differences are and the consequences they have on the different types of applicants will become apparent in the chapters which follow.

3. DISTRIBUTION AND DEMOGRAPHIC CHARACTERISTICS OF APPLICANTS

Distribution

Table 1 provides a comparative overview of the disposition of applications made to the different types of nursing programs. These data come from the 20 schools of nursing that participated in Phase II of the study and are based on their classification of candidates who applied for admission to the fall 1974 term. As shown, half of the applicants to participating schools were currently enrolled in those schools. An additional 25 percent had been accepted but had either not enrolled in the program (18%) or after having enrolled, withdrew from the program (7%); one in four, according to our findings, had not been accepted by the school.

Table 1.—Disposition of applications, by type of nursing program (in percentages)

Disposition of application	Total	Type of Program		
		Bacc.	AD	Dipl.
Applicant was:				
Not accepted	25	20	25	29
Accepted but not enrolled	18	15	18	22
Enrolled but withdrew	7	1	9	8
Currently enrolled	50	64	48	41
Total	100 (2,374)	100 (728)	100 (742)	100 (904)

Some differences are discernible upon examination of the distribution of applicants by type of nursing program. There is a slight difference in the overall acceptance rate between the three programs with baccalaureate programs having a higher acceptance rate (64% + 1% + 15% = 80%) than AD programs (48% + 9% + 18% = 75%) or diploma programs (41% + 8% + 22% = 71%). Sharper differences between the three types of programs are, however, evidenced by a comparison of those applicants who were currently enrolled in the program to which they applied. While the majority of the applicants to baccalaureate programs were currently enrolled in the program of nursing (64%), the proportion enrolled fell to only a minority of applicants in the case of

both associate degree (48%) and diploma (41%) programs.

Perhaps the most dramatic difference between the three programs is seen in the proportion of applicants who enrolled in the program but who subsequently withdrew. While virtually none of the baccalaureate applicants in our sample fell into this category, 9 percent of the applicants to AD programs and 8 percent of applicants to diploma programs had withdrawn after having been enrolled in that program.[1] The proportion of applicants who were accepted into the program but failed to enroll also varies among the three programs with the percentage being lowest for baccalaureate programs (15%) and highest for diploma programs (22%). These figures may well be affected by the practice among candidates to submit multiple applications to schools of nursing. This practice tends to be more pronounced among candidates applying to schools some distance from their home (usually campus-based programs, particularly baccalaureate programs). Here the typical pattern is for the candidate to apply to the more distant baccalaureate program and, as a precautionary measure (in the event of rejection), to also apply to the local school of nursing (e.g., diploma program). Consequently, acceptance by both programs means that the candidates, in opting for the baccalaureate program, increases the relative proportion of applicants accepted but not enrolled in diploma programs. In addition to an attrition of candidates from diploma programs due to multiple applications, further reduction of eligible candidates results from the apparently more stringent screening and selection patterns exhibited by diploma programs. This type of nursing program has the highest rate of rejection of applicants (diploma = 29%); compared to baccalaureate = 20%; AD = 25%).

Demographic Characteristics

Differences in demographic characteristics between the various applicant groups were slight. Applicants under the age of 20 years had a slightly better chance of being accepted by a school of nursing. Females, proportionally, had a better chance of being accepted than males, as did also single applicants.

The study applicants were not selected on the basis of a nationally representative sample. Nevertheless, it is possible to compare our data with data available from national studies.

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[1]The fact that entry into nursing courses in the case of baccalaureate programs is more likely to be deferred to upper level courses and the fact that students who are experiencing academic difficulties are more likely to have tutorial assistance available to them, undoubtedly influences these observed differences between the three types of nursing programs.

Table 2.—Comparison of study sample with national sample of students on selected criteria

Selected Criteria	National sample (Pct.)	Our sample (Pct.)
Admissions to RN programs, 1974		
Baccalaureate	38	23
Associate degree	31	45
Diploma	31	32
Total	100	100
Ethnicity		
White	79	78
Black	13	15
Spanish American	5	5
American Indian/Oriental	3	2
Total	100	100

As can be seen from table 2, our sample is representative regarding students in diploma programs. Just short of one-third of all students in nursing programs are enrolled in diploma programs (national sample = 31%; or sample = 32%). Our sample is, however, somewhat overrepresentative of students in AD programs (national sample = 31%; our sample = 45%), while being underrepresentative of baccalaureate programs (national sample = 38%; our sample = 23%). The special purpose and method of selecting the schools for Phase II, which in turn supplied the names of applicants who comprised our Phase III sample, accounts for these differences.[2] Since our primary concern is with student characteristics rather than with sheer number of students within the various programs, the variations in representations indicated above do not bias the results. If we compare the ethnicity of our sample with that of a national sample of nursing students, we find the two samples similar.

The characteristics of our study applicants were found in general to resemble those exhibited by the subjects in numerous studies on nursing manpower.[3] For example, associate degree students tend to be

[2]For further elaboration of sampling techniques used in this study, refer to appendix A.

[3]Data collected by national organizations such as the National League for Nursing and the American Nurses' Association, and by governmental agencies such as the Department of Health and Human Services have been useful in making our comparisons.

older, more likely to be or have been married, and more likely to have had some nursing background or other educational attainment than students in either diploma or baccalaureate programs.

Table 3 shows distinctions between applicants to the three types of nursing programs. Twenty-four percent of the study applicants were over the age of 25; however, there were substantial age variations between the three programs. Thirty-four percent of applicants to associate degree programs were over 25 years of age while 24 percent of applicants to diploma programs and 14 percent of applicants to baccalaureate programs were over 25. Associate degree programs also tend to attract a higher proportion of male applicants (9%) than do

Table 3.—Comparative demographic characteristics, by type of program (in percentages)

Description of applicants	Total	Type of program		
		Bacc.	AD	Dipl.
Age:				
Under 20 years	32	38	27	31
20-25	44	48	38	45
Over 25	24	14	34	24
Total	100	100	100	100
	(2,361)	(725)	(736)	(900)
Sex:				
Female	94	94	91	95
Male	6	6	9	5
Total	100	100	100	100
	(2,367)	(724)	(740)	(903)
Race:				
White	78	90	71	73
Black	15	7	19	18
Mexican-American/ Chicano	5	2	7	6
Puerto Rican/ Boricua	—	—	—	1
American Indian	1	1	2	1
Japanese/Chinese	1	—	1	1
Total	100	100	100	100
	(2,335)	(723)	(729)	(883)
Marital Status:				
Single	67	78	55	66
Married	25	17	32	25
Separated/Divorced	8	4	12	8
Widowed	—	1	1	1
Total	100	100	100	100
	(2,369)	(726)	(741)	(902)

baccalaureate (6%) or diploma (5%) programs. The marital status of applicants also varies substantially from program to program. Of all the applicants who participated in our study, two out of three were single. In comparing programs, however, we find that 45 percent (32% + 12% + 1% = 45%) of the associate degree applicants were or had been married while this held true for only 34 percent (25% + 8% + 1% = 34%) of diploma applicants and 22 percent (17% + 4% + 1% = 22%) of baccalaureate applicants. In other words, applicants to associate degree programs were more than twice as likely as those who applied to baccalaureate programs to have been married.

4. PRIOR EDUCATIONAL ATTAINMENT OF APPLICANTS

Traditionally, entry into a nursing program follows graduation from high school; our findings showed it highly probable in the case of applicants to baccalaureate programs. Applicants to associate degree and diploma programs, as shown in table 4, were somewhat more likely than baccalaureate applicants to report additional educational attainment, either in nursing or in general education. One in three applicants reported having some exposure to a non-nursing college curriculum. Close to one in five applicants had previous exposure to nursing courses.

Applicants who had previously applied to or attended a school of nursing tended to apply as full-time students to schools within the same geographic area as their home (i.e., the same city or at least the same State). Previous attendance at a school of nursing was typically for a period of about 6 months. This previous exposure to nursing generally had preceded their current application by a year or two. However, for a relatively large group of applicants, particularly those to associate degree programs, the time elapsed since their previous nursing education was over 7 years.

Although most applicants to nursing school are recent high school graduates, some, particularly applicants to associate degree programs, come (or return) to nursing after a considerable hiatus. According to table 4, 35 percent of the study applicants were graduated from high school in 1974. An additional 5 percent, who were graduated in January 1975 were considered part of the 1974 admissions class by the schools. Twenty-five percent of the applicants were graduated from high school just a year or two prior to their admission to a nursing program (15% in 1973 and 10% in 1972).

Table 4.—Educational attainment and year of high school graduation, by type of nursing program (in percentages)

	Total	Type of program		
		Bacc.	AD	Dipl.
Educational attainment				
High school graduate	48	55	44	44
Some college education	31	30	31	32
Nursing/no college	12	6	15	14
Nursing with college	6	8	6	5
Other	3	1	4	5
Total	100	100	100	100
	(2,324)	(715)	(727)	(882)
Year graduated high school				
Before 1970	23	14	33	23
1970	6	4	5	7
1971	6	7	5	7
1972	10	11	8	10
1973	15	14	12	17
1974	35	49	30	28
1975	5	1	7	8
Total	100	100	100	100
	(1,998)	(623)	(604)	(771)

Nevertheless, we found a sizeable number of applicants who had not followed this traditional path but applied to nursing school some time after their graduation from high school. Twenty-three percent who were graduated prior to 1970 had been out of high school for approximately 5 years prior to their application to the study school. The proportion of graduates who have been out of high school for a period of time prior to admission into a nursing program varies considerably by type of program. The highest proportion is for applicants to associate degree (33%) and the least for applicants to baccalaureate programs (14%). In this latter category, 64 percent (14% + 49% + 1% = 64%) were out of high school for a period of not longer than a year prior to admission into a nursing program. This contrasts with 53 percent (17% + 28% + 8% = 53%) for applicants to diploma programs and 49 percent (12% + 30% + 7% = 49%) for applicants to AD programs.

The extent to which the amount of formal education affects one's acceptability as a candidate to nursing school was examined in an earlier report.[1] Logically, one would assume that those whose educa-

[1]Nash, Patricia M., *Student Selection and Retention in Nursing Schools.* DHEW Pub. No. HRA 78-5, Division of Nursing, Health Resources Administration, December 1977.

tion went beyond the high school level would have a higher probability of being selected by a school of nursing. This was not the case, however. A higher proportion of applicants with college or with some previous nursing were among those not accepted than among any of the other three groups of applicants. The majority of those not accepted, however, had been out of school for a considerable number of years—as many as three or more.

Some measure of previous academic performance was indicated by schools to be an important criteria in the selection process. One such measure is class rank. The extent to which high school class standing affected one's status as an applicant was examined. Applicants were asked to rank themselves in terms of their class standing during their last year in high school.

Since comparatively more rigorous academic demands are made upon students in nursing programs, there tends to be a certain amount of self-selection into nursing by the more competent students. Applicants to these programs come from the ranks of at least the upper middle half of their graduating high school class. Among study applicants, 85 percent were at least in the upper half of their class in high school, and for applicants to baccalaureate programs, the proportion was 91 percent. An even more dramatic statistic is the fact that approximately 6 out of every 10 baccalaureate applicants were in the upper quarter of their graduating class—a figure twice as large as the comparative proportion among applicants to associate degree (37%) and diploma (30%) programs.

Table 5.—Self-rated high school rank, by type of program (in percentages)

Self-rated high school rank	Total	Type of program		
		Bacc.	AD	Dipl.
Upper quarter	42	59	37	30
Upper middle quarter	43	32	46	52
Lower middle quarter	14	8	15	17
Lower quarter	1	1	2	1
Total	100	100	100	100

5. VARIATIONS IN PATTERNS OF APPLYING TO NURSING SCHOOLS

The process of applying to nursing school can range from completing an application form for the local school of nursing to a full-scale campaign of submitting applications to a large number of schools spread out over a wide geographic area. As shown in table 6, the majority of candidates made application to only one school of nursing (56%). The proportions vary, however, according to whether the applicant was one who had applied to a baccalaureate, associate degree, or diploma program. Almost 7 out of every 10 applicants to associate degree programs applied only to that program (69%). On the other hand, slightly more than 4 out of 10 of the applicants to diploma programs made a single application for nursing school (43%). In other words, the majority of applicants to both baccalaureate and associate degree programs applied to only one program, while the majority of applicants to diploma programs filed multiple applications.[1]

Table 6.—Number of schools applied to, by type of program (in percentages)

		Type of program		
Number of schools applied to	Total	Bacc.	AD	Dipl.
One	56	59	69	43
Two	23	20	16	31
Three	11	12	7	13
Four or more	10	9	8	13
Total	100	100	100	100
	(2,381)	(728)	(742)	(904)

Applicants to nursing programs also tend to limit their choice to programs relatively close to home. Sixty percent of all applicants had applied to schools within the same city in which they resided. This held true when we looked at two different dimensions of the geographic scope of making application to schools of nursing: one, the general pattern of those who submitted applications; and two, the greatest distance to which an application had been sent. First of all, we wanted to know if candidates file applications exclusively with schools in the same city in which they resided or if the pattern, particularly in the

[1]As indicated earlier, this may be reflective of the practice by some applicants to campus-based baccalaureate and associate degree programs to also apply to the local diploma program.

case of those filing multiple applications, tended to be filing with one school close to home and with other schools in another State or region. Secondly, we wanted to know the extent to which applications were filed with schools a considerable distance from the candidate's home.

Table 7.—Geographic scope of applications, by type of program (in percentages)

Geographic scope	Total	Type of Program		
		Bacc.	AD	Dipl.
General pattern				
Same city	60	57	64	60
Different city, same State	31	25	30	37
Different State, same region	4	8	3	2
Out of geographic region	5	10	3	1
Total	100	100	100	100
	(2,368)	(726)	(741)	(901)
Farthest location				
Same city	55	54	60	52
Different city, same State	32	21	31	42
Different State, same region	F	8	4	3
Out of geographic region	8	17	5	3
Total	100	100	100	100
	(2,368)	(726)	(741)	(901)

As we can see from table 7, the tendency was for candidates to apply to a school within the same city as the one in which they lived. This was particularly true for applicants to associate degree programs. Not only did 64 percent apply to programs in their city of residence, but few went beyond these confines, judging from the location of the farthest place to which they had applied. Applicants to diploma programs demonstrated a somewhat similar pattern with 6 out of 10 confining their applications to their resident city — that being the farthest an application had been submitted, for half of them.

Geographic flexibility tended to be more characteristic of applicants to baccalaureate programs. Eighteen percent (10% + 8% = 18%) had applied to a school in a different State or out of the geographic region altogether. This compares to only 6 percent (3% + 3% = 6%) for associate degree applicants and 3 percent (2% + 1% = 3%) for diploma applicants. Similarly, when we compared applicants by type of program on this variable, we found it more likely to be applicants to baccalaureate programs who exhibited this behavior (25%), compared to AD (9%) and diploma (6%).

Separate analysis was conducted for those applicants who submitted multiple applications. Limiting this analysis to those submitting applications to two different schools of nursing, we sought to deter nine the extent to which applicants selected the same type of program (i.e., baccalaureate, AD, diploma).

Table 8.—Consistency of multiple applications, by type of program (in percentages)

Type of alternative program applied to:	Total	Type of program		
		Bacc.	AD	Dipl.
Baccalaureate	38	67	32	27
Associate degree	29	20	27	33
Diploma	27	13	27	33
Other (including PN)	6	—	14	7
Total	100	100	100	100
	(112)	(30)	(22)	(60)

As we can see from table 8, consistency in selecting the same type of program is highest among baccalaureate applicants. Two out of every three (67%) baccalaureate candidates who had submitted applications to two different schools of nursing had selected another baccalaureate program as their second choice. The lack of consistency is in evidence among applicants to associate degree and diploma programs. One in three (33%) candidates from diploma programs had selected another diploma program as an alternative school, just as many (33%) selected an associate degree program, and slightly more than one in four (27%) had applied to a baccalaureate program. Associate degree applicants show the least consistent pattern. Only one in four (27%) had applied to another associate degree program. A similar proportion (27%) had also applied to a diploma program, while one in three (32%) had also applied to a baccalaureate program in nursing.

Further implications of multiple applications are discussed in the first report of this study (referenced in chapter 4). An excerpt here may be worthy of note.

> Of the four groups of applicants classified in our study, those who were accepted but did not enroll were the exception. They tended to apply to more than one school of nursing. Another observation with regard to patterns of applying to nursing schools is the fact that 6 out of every 10 applicants limited their applications to schools within the city in which they lived. Again, the pattern was different for those who were accepted but did not enroll; they were more likely than the others to submit applications to schools outside their home region. What implications do these figures have for the supply of nursing manpower? The consequences can be illustrated in the fact that the greater the exposure one's application received, the higher the probability of being accepted into some school of nursing. Applicants who were unsuccessful in gaining admission to a school of nursing were the least likely of the four groups to apply to schools which were beyond local commuting distance from home . . . among those who did submit multiple applications, virtually no one had received an outright

rejection from all of the nursing schools to which they applied. The conclusion, therefore, was the need to encourage students interested in a nursing career to apply to more than one school of nursing.

Comparative analysis between the three educational programs can be summarized as follows: applicants, across the board, are more likely to apply to one school, and that one school is very likely to be one close to home. However, applicants to diploma programs were more likely to have submitted multiple applications. Applicants to baccalaureate programs were more likely to apply to schools a considerable distance from the town in which they resided. Only applicants to associate degree programs tended to confine themselves, not only to one application but also to a school of nursing in their home town. This undoubtedly reflects the fact that these AD applicants were more likely to have family responsibilities and, therefore, a limited choice of schools.

In addition to understanding the general patterns of applying to schools of nursing, we were interested in comparing the reactions of the various schools to these applicants. Our findings are shown in table 9.

Table 9.—General pattern of applicants' acceptability by type of program (in percentages)

General pattern of applicants' acceptability	Total	Type of program		
		Bacc.	AD	Dipl.
Accepted fully	59	71	60	48
Accepted with conditions	14	13	13	17
Not accepted	24	15	24	31
Never heard from school	3	1	3	4
Total	100	100	100	100
	(2,301)	(704)	(720)	(877)

Approximately one in six applicants were accepted unconditionally (59%). An additional 14 percent were accepted with some condition. (Typically, this includes some kind of remedial work or reexamination after a trial period.) Although one in four of all the study applicants had been rejected by the school (24%), there were differences seen in a comparison of the applicants by program type.

It was noted earlier (see table 5) that applicants to baccalaureate programs were more likely to report themselves in the upper half of their high school graduating class. It was not later surprising to see (table 9) that baccalaureate applicants (71%) were more likely than either associate degree (60%) or diploma (48%) applicants to be unconditionally accepted by the schools. Similar proportions of applicants within the three types of programs tended to be conditional-

ly accepted. However, the rejection rate varied among the programs—the largest in diploma programs (31%) and the smallest in baccalaureate programs (15%). As a matter of fact, the rejection rate for applicants to diploma programs were twice as high as for those to baccalaureate programs.

Unlike the campus-based baccalaureate and associate degree programs, diploma programs are single-purpose schools and do not have direct access to other college departments for assisting students with academic deficiencies. When the three types of nursing programs are compared with regard to assistance available to students, diploma programs, unfortunately, fare least well.

Table 10.—Assistance programs for students, by type of program (in percentages)

Assistance programs	Total	Type of program		
		Bacc.	AD	Dipl.
Reinforcement or remedial courses before regular courses begin	53	42	72	36
Reinforcement or remedial courses concurrent with regular courses	45	58	55	25
Counseling programs	78	84	88	62
Decreased academic workload and/or lengthened time for program completion	55	71	71	24
Tutorial program	51	67	60	29
No program for "educationally disadvantaged" students are offered	16	12	5	32

Baccalaureate and associate degree programs are likely to offer remedial courses, have a tutorial program, offer students the opportunity of a decreased academic workload or a lengthened time for program completion, and provide general counseling services. This is not to say that diploma programs do not have any of these services but rather that they are less likely than are the campus-based programs to have an extensive assistance program for their students. Perhaps it is for this reason that diploma programs tend to reject a higher proportion of applicants than either baccalaureate or associate degree programs.

6. DETERMINANTS OF APPLICANTS' PREFERENCE FOR NURSING SCHOOL

Factors influencing an individual's decision to apply to or accept an offer to enroll in a particular program of nursing are numerous. The caliber of information the individual has with regard to a particular program varies extensively, not only in breadth and scope, but in accuracy as well. According to table 11, approximately three out of every four of the applicants who participated in our study reported that the school which had provided their name to our study was their first choice (baccalaureate, 75%, associate degree, 76%, and diploma programs, 66%).[1]

Table 11.—Nursing school as first choice, by type of program (in percentages)

The applicant's first choice school was the school supplying the applicant's name	Total	Type of program		
		Bacc.	AD	Dipl.
Yes	72	75	76	66
No	28	25	24	34
Total	100	100	100	100
	(2,322)	(707)	(724)	(886)

We asked a series of questions to tap probable factors which influenced the applicant's preference for a particular school. For example, "What was the source of the information the applicant had about the school?" Different sources of information might have differential influence upon an applicant. For example, having a nursing program referred by a teacher, advisor, or a close personal friend would most likely carry more weight than learning of the school from a poster or some literature available at the high school, or some advertisement in the local newspaper. If the friend had firsthand knowledge of the school, in that she/he or a relative attended the school, this would also weigh more heavily on the importance of that source of information. Additionally, if the applicant had an opportunity to clarify some of the questions regarding a particular nursing

[1]The fact, noted earlier (table 9), that applicants to diploma programs were more likely than applicants to other programs (e.g., twice as likely as were applicants to baccalaureate programs) to be rejected may have influenced responses to the question: "Was this school your first preference?" Diploma applicants might well be less likely to say, "Yes."

program, this, too, might affect her/his attitude toward the school of nursing. Practical issues also influence preferences for a school of nursing, such as the distance between the school and the applicant's home and the availability of financial assistance for the applicant. These are some of the things we will explore in this section.

Although sources of information about schools of nursing vary considerably, predominant sources were ascertained. The most frequently mentioned source by the applicant was the applicant's own friends and relatives. Further, it was shown that friends and relatives have a substantial amount of influence in directing applicants toward a particular school. Most probably their influence goes beyond mere identification of a nursing program to include attitudinal in-puts which may favorably or otherwise predispose an individual toward making application to a particular school. Note in table 2, that 4 out of every 10 of the study applicants indicated that they heard or had learned about the school to which they applied from family members and/or friends. Regardless of whether the person had made application to a baccalaureate, associate degree, or diploma program, in each case family and friends had been the predominant source of information.

Table 12.—Source of information on school of nursing, by type of program (in percentages)

Source	Total	Type of program		
		Bacc.	AD	Dipl.
High school teacher/advisor	16	15	16	16
Family/friends	40	34	41	44
Recruiter	5	6	5	6
Poster/literature	8	9	7	7
Advertisements	6	6	8	5
School close to applicant's community	13	16	12	11
Knew someone who attended school	12	14	11	11
Total	100	100	100	100
	[1] (3,494)	(1,129)	(1,099)	(1,266)

An additional source of information about a particular school of nursing is the high school teacher or advisor. Sixteen percent of the applicants indicated this source on the questionnaire. Also 13 percent of the applicants reported that they knew about the school because it happened to be close to their own home or else within their community. Another important source of information about a particular program was a current student or a past student. Twelve percent of the respondents, without having this source suggested to them, reported

[1] N is larger than the universe of 2,381 because some respondents indicated more than one source of information.

hearing about the school from an alumnus or person currently enrolled in the program. When we posed the question directly and specifically asked if they knew someone attending (or in the past had attended) the nursing school, the percentages increased.

The impact of knowing someone who has firsthand experience and exposure to a program can be dramatically seen in table 13. Specifically focusing on whether the applicant knew someone who had attended the program showed that 37 percent of the applicants who participated in the study reported knowing someone who was attending the school at the time they made application to that school. The proportions for the applicants to the three different types of programs are relatively similar with associate degree applicants slightly more likely to report this (42%) than applicants to diploma programs (36%) or baccalaureate programs (32%).

Table 13.—Applicant knew someone attending the nursing school by type of program (in percentages)

Knew someone attending the nursing school when applied	Total	Type of program		
		Bacc.	AD	Dipl.
Yes	37	32	42	36
No	63	68	58	64
Total	100	100	100	100
	(2,357)	(722)	(736)	(894)

Having an opportunity to see and be seen by the administrators of a nursing program and having an opportunity to pose questions about the program and, in turn, to be questioned about personal interest in a nursing career, will certainly determine, on the one hand, the extent to which an individual will be motivated to make application, and on the other hand, the interest on the part of the institutional spokesman to invite the candidate to enroll in the program. Slightly better than half (52%) of the applicants reported being interviewed by the school of nursing to which they had applied (table 14). The differences, according to the type of program to which they had applied, varied considerably, however. Applicants to baccalaureate programs are least likely to be interviewed (34%, or one in three); applicants to associate degree programs are somewhat more likely (49% or one in every two); applicants to diploma programs are most likely (68% or two out of every three.)

Table 14.—Nursing school interview, by type of program (in percentages)

Nursing school interview	Total	Type of program		
		Bacc.	AD	Dipl.
Yes	52	34	49	68
No	48	66	51	32
Total	100	100	100	100
	(2,351)	(722)	(736)	(893)

As we earlier indicated, the distance one must travel to school is another factor determining interest in a particular program. The effect of commuting distance as a determinant of nursing school choice can be seen in table 15. Two out of three applicants to associate degree (73%) and diploma (72%) programs apply to schools in their own community; however applicants to baccalaureate programs are more likely to apply to schools a considerable distance from their home (baccalaureate, 42%, associate degree, 28%, and diploma, 27%).

Table 15.—Distance of nursing school from residence, by type of program (in percentages)

Distance of nursing school from residence	Total	Type of program		
		Bacc.	AD	Dipl.
Local commuting	68	58	72	73
Long distance/required to move	32	42	28	27
Total	100	100	100	100
	(2,359)	(724)	(898)	

Consideration of such practical issues as the cost of the program and availability of financial aid is, perhaps, the most significant determinant in applying to a particular program of nursing. No matter how desirable a program may be, the ultimate question is whether or not one can afford its cost. In order to address this issue we asked respondents three specific questions: (1) "Did you file an application for financial aid with the school of nursing?"; (2) "If yes, did the school grant your request?"; and (3) "Did your ability (or inability) to obtain financial aid influence your decision to attend (or not attend) the school of nursing?" The responses to these questions are provided in table 16.

Overall, only one in three applicants reported applying for financial assistance to the school of nursing. Applicants to associate degree programs (39%) and applicants to baccalaureate programs (33%) were somewhat more likely than applicants to diploma programs (25%) to request financial aid. The fact that campus-based baccalaureate and associate degree programs are more likely to have financial aid

Table 16.—Relevance of financial aid in attending nursing school, by type of program (in percentages)

Financial aid	Total	Type of program		
		Bacc.	AD	Dipl.
Filed financial application				
Yes	32	33	39	25
No	68	67	61	75
Total	100	100	100	100
	(2,336)	(721)	(726)	(889)
Request granted				
Yes in full	29	26	34	27
Yes in part	38	38	38	35
No	33	36	28	38
Total	100	100	100	100
	(687)	(226)	(267)	(194)
Influenced decision to attend nursing school				
Yes	24	25	28	19
No	76	75	72	81
Total	100	100	100	100
	(1,910)	(589)	(610)	(711)

programs and a financial aid officer available to all students may account for these differences.

Curiously, however, a substantial proportion of the applicants (68% or better than two out of three) made no application for financial assistance. Two out of every three students who applied for financial aid were granted aid, although for some it was granted in part only. The proportion of applicants granted aid either in full or in part was rather similar regardless of the type of program to which application was made. In essence, then, there were very few applicants who had filed for financial assistance who did not have it granted to them. Furthermore, a very small proportion of applicants (24%) indicated that their ability or inability to obtain financial aid influenced their decision to attend a school of nursing.[2] Obtaining financial aid had least influence among applicants to diploma programs (19%) compared with applicants to associate degree programs (28%) or baccalaureate programs (25%).

[2]It should be noted that the 24 percent of students reporting that financial assistance influenced their decision to attend nursing school includes two types of applicants: those who were inabled by financial aid to attend school, and those who did not receive financial aid and who were, consequently, unable to enroll because of lack of funds. We will return to this point in later sections when we discuss students who did not enroll in a nursing program despite their acceptance, or who, after entering the program, subsequently withdrew from it.

7. ALTERNATIVE PATHS TO NURSING

This chapter focuses on applicants who were not enrolled in the program of nursing that provided applicant names to the study, as determined by their responses to our questionnaire survey. Included are applicants who were not accepted for admission by the school; applicants who, although accepted, failed to register; and applicants who were invited and who did enroll in the program but who subsequently withdrew. In order to understand what alternative paths to nursing were available to them, it is important to first identify the unique variables and situations which confronted these different types of applicants.

Analysis of the data pertaining to applicants who were not accepted into the nursing program to which they applied, should consider some of the consequences of rejection on an applicant's subsequent activities. Were these applicants lost to nursing? Did they apply only to one school and when not accepted, fail to make application elsewhere? Did they, in fact, apply to fewer schools than the other applicants? Were they more likely to apply exclusively to those schools within commuting distance from their residence? Did they tend to have greater need of financial assistance? Were their grades lower? Would their nursing education have to be first supplemented by remedial courses? Were those applicants who were not accepted more likely to be older, married, have children, have prior nursing experience? In essence, what distinguishes these applicants from other types of applicants?

A different series of questions should be addressed to those applicants who, although accepted by the school of nursing, failed to enroll in the program. What happened to these applicants? Were they more likely than others to submit applications to a number of different nursing schools and choose some other program which had also accepted them? Are they, indeed, enrolled in another program of nursing or are they instead engaged in some other educational pursuit? Did they change their career goal? Did they decide not to continue with their education plans at this time but rather go into the labor force?

Finally, the reasons for withdrawing from a nursing program and interest in continuing the pursuit of a career in nursing will be explored. How strong is the influence of grades, finances, and family commitment upon withdrawal from a nursing program? Once students withdraw from a nursing program, what do they do? Do they transfer to another nursing program, seek employment, remain at home? Do they intend returning to nursing? If so, what might motivate them to resume a career in nursing?

Before embarking on an attempt to answer these questions, it might be best to first review who these people are and determine whether

they possess any unique characteristics which might distinguish them from one another:

Applicants Not Accepted

We already have some information on these applicants.[1] We know that those who were not accepted into the nursing program to which they applied bore some similarity to applicants who were accepted, at least, in terms of their age and sex. They were, however, more likely to have gone beyond high school, although they were less likely to have ranked themselves in the upper quarter of their high school graduating class. We also know that they were less likely than students enrolled in the program of nursing to have initially applied to more than one school of nursing. In addition, they were less likely to have applied to a school which was beyond local commuting distance of their home. One in three had been able to gain admission and were enrolled in some other school of nursing. Nevertheless, a large proportion of these applicants reported that they were not in a nursing program mainly because they were not accepted. As suggested earlier, these applicants, by comparison with others, were least likely to submit multiple applications. They applied to only one school of nursing and, as a consequence of not being accepted, failed to apply to another school. The net result appears to be that they were lost, at least at this time, to the nursing profession. Another sizeable proportion of this group (again, roughly one in three) were continuing with their educational pursuits, although not in the field of nursing. Those not in school went to work. Most applicants who had not been accepted by the school of nursing that supplied us with their name, however, had overwhelmingly indicated an interest in continuing to pursue a nursing career.

Applicants, Accepted, but not Enrolled

We are also interested in the subsequent activities of those applicants who, although accepted, failed to enroll in the nursing program. Were they more likely than others to make multiple applications and to choose some other nursing program to which they were accepted? Did they, perhaps, decide to pursue some other educational courses. In other words, did they change their career choice to something other than nursing? Did they go directly into the labor force? Did they decide to devote their time to their family? From previous analysis, we learned that applicants who were accepted but who failed to enroll, were, indeed, more likely to submit applications to more than one school of nursing. We also noted, based on self-reported class standing in their last year of high school, that these applicants

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[1]Nash, Patricia M., Student Selection and Retention in Nursing Schools. DHEW Pub. No. 78-5, Division of Nursing, Health Resources Administration, December 1977.

were more likely than others to indicate being in the upper quarter of their class. What then, are some of the reasons why these applicants would turn down a nursing program which had accepted them? What alternative paths did they take? Two-thirds of this group, on followup, reported continuing their educational pursuits; most, as a matter of fact, were enrolled in another school of nursing. Some, however, had opted for a career change. Nevertheless, the overwhelming majority of those not currently pursuing a career in nursing again indicated a distinct desire to do so.

Applicants, Enrolled but Who Subsequently Withdrew

Finally, we shall also address ourselves to the reasons why applicants who, although enrolled in the program, found it necessary to subsequently withdraw. We are interested in what they are doing now and, furthermore, their intentions of eventually returning to nursing. This group differs from the other two (i.e., applicants who were not accepted and applicants who chose not to enroll in the program) with respect to their current activities. Only 4 in 10 were enrolled in school (3 of the 4 being in nursing school). A number of applicants who withdrew from nursing programs went to work and a relatively large proportion stayed at home in order to devote time to their families. Nevertheless, the overwhelming majority of those who withdrew from a nursing program still indicated their interest in pursuing a career in nursing at some point.

Given this background, we are now in a better position to consider the alternate paths taken by applicants who enrolled in another nursing program and to also look at those applicants who were not, at the time of the followup, enrolled in a nursing program.

In our earlier research, we traced the alternate paths taken by those applicants who were not enrolled in the program of nursing that had supplied their name when the study was conducted.[2] Almost 6 out of every 10 of these applicants (58%) were enrolled in some educational pursuit at the time the followup was conducted (i.e., 8 to 12 months after their initial application to the school of nursing). Approximately a third were employed in full-time positions.

A comparison of the different types of applicants in terms of their acceptability to the school of nursing (that is, not accepted; accepted but not enrolling; and enrolling but subsequently withdrawing), revealed some differences with regard to the subsequent activity in which they engaged. Students who had been accepted but failed to enroll in the program which supplied their name were more likely than other types of applicants to be enrolled in some school. We asked these candidates to indicate the reasons why they failed to enroll in the

[2]This research is reported in the publication by Nash referenced above.

program of nursing which had accepted them. The reasons given are shown in table 17. A clear majority had rejected the school because they had decided to enroll in a different type of nursing program (38%) or had changed to a different career choice (17%). Another large consideration related to financial problems. At least one in four applicants indicated this reason (26%).

Table 17.—Reasons for rejecting school, by type of program (in percentages)

Reasons	Total	Type of program		
		Bacc.	AD	Dipl.
Changed to a different type of nursing program	38	12	42	49
Made a different career choice	17	28	10	17
Received financial assistance to another school	6	21	3	1
Financial problems	26	37	34	15
Ill health	2	—	1	3
Devote more time to family	6	—	9	7
Academic difficulty or failure	2	—	—	4
Feelings of nonacceptance by faculty	3	2	1	4
Feelings of nonacceptance by students	—	—	—	—
Total	100 (437)	100 (107)	100 (131)	100 (199)

Comparisons of applicants who initially applied to different types of nursing programs reveal substantial differences in their reasons for rejecting a school of nursing after having been accepted. Those who had applied to and been accepted by associate degree and diploma programs were far more likely to indicate not enrolling in these programs because they opted for a different type of nursing program (most likely the baccalaureate program). This was the case for 49 percent of diploma applicants and 42 percent of associate degree applicants. Another example which supports this observation is the fact that applicants to the baccalaureate program were considerably less likely to reject that program because of some preference for a different type of nursing program (12%).

When applicants who had been accepted by baccalaureate programs rejected that program, it was very often because of financial difficulties. As a matter of fact, financial problems, as a main reason for rejecting an acceptance offer was twice as likely to be reported by applicants to campus-based baccalaureate and associate degree programs than to diploma programs. However, applicants to baccalaureate and associate degree programs differ in other respects. Applicants who rejected the baccalaureate program were very likely

to enroll in another school of nursing—one offering them financial assistance. They were also more likely to make a different career choice. Candidates rejecting associate degree programs did so in order to enroll in a *different type* of nursing program, or in order to devote more time to their family.

Applicants who had enrolled and subsequently withdrew from the program had a somewhat different set of reasons for doing so. These reasons can be seen in table 18. The single most frequently reported reason for dropping out was academic difficulty or failure. One in five applicants reported this reason (24%). Change to a different type of nursing program was also a reason given for dropping out of a particular program. One in five (20%) mentioned this reason.

Table 18.—Reasons for dropping out of school, by type of program (in percentages)

Reasons for dropping out	Total	Type of program		
		Bacc.	AD	Dipl.
Changed to a different type of nursing program	20	25	15	23
Made a different career choice	12	38	8	11
Received financial aid at another school	4	—	8	6
Financial problems	14	12	13	15
Ill health	11	25	11	11
Devote more time to family	11	—	15	11
Academic difficulty or failure	24	—	34	17
Feelings of nonacceptance by faculty	3	—	2	4
Feelings of nonacceptance by students	1	—	—	2
Total	100 (153)	100 (14)	100 (63)	100 (76)

A comparison of the applicants to the different types of nursing programs shows some interesting differences. The most frequent reason for withdrawal indicated by students in baccalaureate programs was to leave nursing and enter into a different type of career altogether (38%). It is interesting that virtually none of these students had indicated academic difficulty or failure as the reason. Perhaps as a result of having academic difficulty they opted to go into a different career field, one less demanding than nursing. It is also interesting to note that ill health was reported by more than twice as many of the students who had withdrawn from the baccalaureate program as those from associate degree or diploma programs (baccalaureate = 25%, compared to associate degree, 11%, and diploma, 11%).

The most frequent reason for withdrawal from associate degree

programs was reportedly due to academic difficulty or failure (34%). This is twice that reported by students who withdrew from diploma programs (17%).

Applicants Enrolled Subsequently in Nursing School

Given these distinctions, let us now go on and more closely examine those applicants who were enrolled in a school of nursing other than the one supplying their name to the study. As we can see from table 19, better than one out of every three of these students were enrolled in another school of nursing. The overwhelming majority of them enrolled full time. A comparison of the applicants from the three different types of nursing programs, however, reveals a very interesting finding. Enrollment in another school of nursing was far more likely for baccalaureate applicants (53%) than for associate degree (30%) and diploma (30%) applicants.

Table 19.—Current enrollment in another nursing school, by type of program (in percentages)

Current enrollment in another nursing school	Total	Type of program		
		Bacc.	AD	Dipl.
Yes, full time	35	53	30	30
Yes, part time	3	4	2	2
No	62	43	68	68
Total	100	100	100	100
	(1,162)	(266)	(359)	(537)

Furthermore, a closer look at the type and location of the other school of nursing that these applicants selected, reveals some additionally interesting data (as we can see in table 20).

Table 20.—Type of nursing program enrolled in subsequently, by type of program (in percentages)

Nursing program	Total	Type of program		
		Bacc.	AD	Dipl.
Baccalaureate degree	39	77	23	18
Associate degree	31	12	53	33
Diploma program	22	8	13	40
Practical nursing/ LVN/prenursing	8	3	11	9
Total	100	100	100	100
	(448)	(151)	(114)	(183)

The program of nursing subsequently selected by these applicants tended to be campus-based programs (baccalaureate, 39%, and associate degree, 31%). A comparison of the applicants from the different types of programs is most interesting. As we can see from table 20, the holding power of baccalaureate programs is greater than that of either associate degree or diploma programs. Note that while 77 percent of the applicants from baccalaureate programs subsequently selected a different baccalaureate program, 53 percent of the applicants from associate degree programs selected another associate degree program, and only 40 percent of the applicants from diploma programs selected another diploma program. In other words, moving to a different type of nursing program was more likely to be the case among the applicants from associate degree and diploma programs. When associate degree applicants had not selected another associate degree program, chances were greater of their being in baccalaureate programs than in diploma programs. When diploma applicants moved into a different type of nursing program they were more likely to select an associate degree program (33%) and to a lesser extent a baccalaureate program (18%).

The geographic location of the school of nursing subsequently selected by an applicant followed a pattern similar to the earlier one (see table 21). Most applicants applied to schools, not only in the same State but usually in the city in which they resided. This was true for almost 9 out of 10 applicants (43% + 43% = 86%). The percentage was greater for applicants to diploma programs (94%) than for applicants to campus-based programs (associate degree, 80%; baccalaureate, 76%). The latter two types of applicants were more likely to apply to a

Table 21.—Geographic scope of subsequent nursing school, by type of program (in percentages)

Geographic scope	Total	Type of program		
		Bacc.	AD	Dipl.
Subsequent school-applicant's home				
Same city	43	36	41	50
Different city, same State	43	40	39	44
Different State, same region	6	8	10	2
Out of geographic region	10	16	10	4
Total	100	100	100	100
	(437)	(151)	(114)	(172)
School supplying applicant's name-applicant's home				
Same city	47	44	44	53
Different city, same State	31	16	35	40
Different State, same region	8	16	8	3
Out of geographic region	14	24	13	4
Total	100	100	100	100
	(448)	(151)	(114)	(183)

school out of their home territory (baccalaureate, 16%, and associate degree, 10%, compared to diploma programs at 4%).

The school of nursing to which candidates subsequently applied generally tended to be in the same State or in the same city as the school which supplied us with the name of the candidate. This tended to be the case for close to 8 out of 10 applicants (47% + 31% = 78%). However, a noticeable difference is shown by a comparison of the applicants to the three different types of nursing programs. Ninety-three percent of the diploma applicants, when filing a subsequent application to a school of nursing, filed it with a school in the same State or same city as the one in which the initial application had been filed. This was true for 79 percent of the associate degree applicants but only 60 percent of the baccalaureate applicants. One in four of the baccalaureate applicants selected a school in a different geographic area (24%) than the other school(s) to which they applied. Only half as many applicants to associate degree programs (13%) applied in a different geographic area. The figure for applicants to diploma programs, in this regard, was miniscule (4%).

There appears to be very little time lag between applying to the initial school of nursing and entering a subsequent school of nursing. As we can see in table 22, almost two out of three applicants (62%) were already enrolled in another school of nursing by September 1974 (the term for which they had applied for admission to the school supplying their name). A comparision of the three programs, again, shows that baccalaureate applicants were more likely than others to be enrolled prior to September of 1974 (69%). Thus, supporting our contention that those who filed multiple applications opted for the baccalaureate programs and, consequent upon acceptance into these programs, did not enroll or in some cases actually withdrew from another type of program in order to take advantage of the opening in a baccalaureate program.

Table 22.—Date entered nursing school, by type of program (in percentages)

Entrance date	Total	Type of program		
		Bacc.	AD	Dipl.
Before September 1974	13	16	13	10
September 1974	49	53	41	51
After September 1974	38	31	46	39
Total	100	100	100	100
	(442)	(149)	(113)	(180)

Roughly, half of the applicants who were subsequently enrolled in another school of nursing were also reportedly working—the overwhelming majority, however, in part-time positions. As we can see from table 23, there was a slight tendency for applicants whose

names had been supplied to us by associate degree programs to be less likely to report working than was true for applicants from baccalaureate and diploma programs.

Table 23.—Employed and currently enrolled in nursing school, by type of program (in percentages)

Employed and currently enrolled	Total	Type of program		
		Bacc.	AD	Dipl.
Yes, full time	5	2	5	9
Yes, part time	43	48	35	43
No	52	50	60	48
Total	100	100	100	100
	(438)	(145)	(117)	(176)

Thirty-six percent were working as student nurses, see table 24. If we were to include the proportion who were working either as practical nurses or RNs, the proportion of those working in the nursing profession would exceed 50 percent (36% + 14% + 2% = 52%).

Table 24.—Type of employment while enrolled in nursing school, by type of program (in percentages)

Employment	Total	Type of program		
		Bacc.	AD	Dipl.
Registered nurse	2	6	—	—
Practical nurse	14	4	15	22
Student nursing	36	31	40	40
Allied medical	10	8	9	12
Clerical	15	21	13	12
Services	20	29	23	11
Teacher	1	1	—	2
Program director	1	—	—	—
Proprietor/self-employed	1	—	—	1
Total	100	100	100	100
	(208)	(72)	(74)	(89)

A comparison of these applicants by types of nursing program shows that working in the nursing profession tended to be more likely the case for students in associate degree and diploma programs than for those in baccalaureate programs. The latter, interestingly, tended to be employed part time in clerical work (21%) or services (29%).

Applicants not Enrolled in Nursing School

Let us now examine those applicants who, upon followup, were not enrolled in another nursing program. Their reasons for nonenrollment are shown in table 25. The most frequently mentioned one was simply

nonacceptances. This was true in 49 percent of the cases (18% + 31% = 49%). Note, however, that most of this group indicated they were on a waiting list for the nursing school. Slightly better than one in five had changed their career choice. Sixteen percent had indicated finances as a reason for not being enrolled.

Table 25.—Reason not enrolled in nursing school, by type of program (in percentages)

Reason not enrolled	Total	Type of program		
		Bacc.	AD	Dipl.
Financial	16	12	18	16
No nursing school in community	5	3	9	3
Devote time to family	7	5	10	6
Ill health	1	1	2	1
Different career choice	22	42	19	18
Not accepted	18	17	15	19
On waiting list	31	20	27	37
Total	100	100	100	100
	(673)	(109)	(221)	(343)

A comparison of this group of nonenrolled applicants by type of nursing program reveals some interesting differences. For example, the primary reason for not being enrolled in a school of nursing, according to applicants to baccalaureate programs, was the decision to try for a different career (42%). To a lesser extent, baccalaureate applicants were still waiting to be accepted by a school of nursing (20%).

Similar reasons for nonenrollment were given by applicants to associate degree and diploma programs. Some indicated a different career choice (AD = 19%; diploma = 18%). Some mentioned finances (AD = 18%; diploma = 16%). The most frequently mentioned reason for both of these groups was nonacceptance by a school (Ad = 42%; diploma = 56%). The biggest difference between these two groups is diploma applicants (37%) to a greater extent than AD applicants (27%) are currently on a waiting list for admittance to a school of nursing. One reason for nonenrollment that distinguished associate degree applicants was many (10%) mentioned the need to devote time to their family. Associate degree applicants were twice as likely as others to indicate this as a reason for not being in nursing school. Another reason given by associate degree applicants, and to a much lesser extent by other applicants was the lack of a nursing school in their

home community. Associate degree applicants were three times as likely to report this as were the applicants to other types of programs.

The activities engaged in by those applicants not enrolled in a school of nursing at the time of the followup are shown in table 26. The majority (47% + 6% = 53%) were either working or seeking employment. Three-quarters (73%) were employed on a full-time basis. This held true regardless of whether the applicant had applied to a baccalaureate, associate degree, or diploma program. One in three of those not in nursing are enrolled in school but in some non-nursing program. The balance (13%) were devoting their time to family responsibilities.

Table 26.—Activities of applicants not enrolled in a school of nursing, by type of program (in percentages)

Activities of applicants	Total	Type of program		
		Bacc.	AD	Dipl.
Employed	47	35	48	50
Seeking employment	6	6	7	6
Housewife	13	8	17	12
Enrolled in other educational program	34	51	28	32
Total	100	100	100	100
	(913)	(140)	(292)	(481)

Variations according to the type of program to which the applicant initially applied indicate interesting differences. The majority of those who had applied to a baccalaureate program (51%) were currently enrolled in an educational program other than nursing. This proportion is considerably greater than that found among applicants to other types of programs (AD = 28%; diploma = 32%). On the other hand, where one in three of those who had applied to a baccalaureate program are working, half of the applicants to associate degree programs (48%) as well as half of those to diploma programs (50%) were in the labor market at the time of the followup. Again, as we note in table 26, those who had initially applied to associate degree programs distinguished themselves from other applicants by the large proportion devoting time to their family responsibilities when the followup was conducted (AD = 17%; diploma = 12%; and baccalaureate = 8%).

As we might expect, those who were working were very likely to be employed in nursing or, at least, a medically related field. This was true for 6 out of 10 of those who were employed. Others were employed either in clerical jobs or in services (social work, sales, etc.)

Table 27.—Type of employment among applicants not enrolled in nursing school, by type of program (in percentages)

Employment among applicants	Total	Type of program		
		Bacc.	AD	Dipl.
Registered nurse	5	24	4	1
Practical nurse	22	4	24	26
Student nursing	19	6	18	21
Allied medical	12	10	13	12
Clerical	21	25	21	20
Services	19	25	18	17
Teacher	2	6	2	3
Program director	—	—	—	—
Proprietor/self-employed	—	—	—	—
Total	100	100	100	100
	(430)	(49)	(141)	(239)

Table 27 shows some clear differences in terms of the types of employment experienced by the applicants to different types of nursing programs. For example, a quarter of those who had applied to baccalaureate programs were already working as registered nurses (24%). This contrasts with the fact that a quarter of the associate degree applicants (24%) and a quarter of the diploma applicants (26%) were working as practical nurses, and an additional 18 and 21 percent, respectively, were employed as student nurses. A considerably larger proportion of those who had applied to baccalaureate programs—half, as a matter of fact—indicated that they were not employed in nursing but rather in clerical (25%) or services (25%) jobs. This is noticeably larger than the proportion of applicants to associate degree (21% + 18% = 39%) and diploma (20% + 17% = 37%) programs who reported themselves in clerical or service positions.

The fact that a relatively large number of applicants were not enrolled in another nursing program at the time of the followup does not necessarily mean that they abandoned their educational pursuits altogether. As noted earlier in table 26, at least one in three were enrolled in some other type of educational program.

Applicants Enrolled in Non-Nursing Programs

Let us now turn our attention to those who were not enrolled in a nursing program but who were enrolled in other educational pursuits at the time the followup was conducted.

Seven out of 10 of the applicants who were enrolled in non-nursing educational programs were enrolled on a full-time basis. As noted earlier (table 26) applicants to baccalaureate programs were far more likely than other applicants to indicate being enrolled in a non-nursing educational program (baccalaureate = 51%; diploma = 32%; associate degree = 28%).

Table 28 adds to this information the fact that, unlike the applicants to associate degree and diploma programs, almost all of those who had applied to a baccalaureate program but switched to some other educational pursuit, were attending that school on a full-time basis (91%). By contrast, only 70 percent of those who had applied to an associate degree program and 57 percent of those who had applied to a diploma program were now pursuing some other educational goal on a full-time basis.

Table 28.—Enrollment status of students enrolled in other educational pursuits, by type of program (in percentages)

Enrollment status	Total	Type of program		
		Bacc.	AD	Dipl.
Full time	69	91	70	57
Part time	31	9	30	43
Total	100	100	100	100
	(272)	(65)	(73)	(134)

Table 29 shows the type of program or field of study chosen by those applicants who were enrolled in a non-nursing program. Two areas stand out as chosen fields of study: allied medical, chosen by 52% and teaching or business education selected by 38%.

Table 29.—Field of study of students not enrolled in nursing schools, by type of program (in percentages)

Field of study	Total	Type of program		
		Bacc.	AD	Dipl.
Registered nurse	4	4	5	4
Practical nurse	1	—	1	1
Student nursing	—	—	—	—
Allied medical	52	38	54	58
Clerical	3	2	5	2
Services industries	2	3	2	1
Teacher/Business education	38	53	33	33
Program director	—	—	—	1
Proprietor/self-employed	—	—	—	—
Total	100	100	100	100
	(301)	(68)	(80)	(153)

Some interesting differences are found between the applicants to the three types of nursing programs who enrolled in non-nursing fields of study. Baccalaureate program applicants were more likely to select teaching or business education; more than half (53%) selected this area of study. The comparable proportion among associate degree and diploma program applicants selecting these fields was considerably less; in each case only a third had chosen teaching or business

education. The converse is true, however, with regard to those who had selected allied medical programs. Here, better than half of the applicants to associate degree programs (54%) and diploma programs (58%) had chosen this field of study in comparison with only 38 percent of baccalaureate program applicants. Possibly a reason for this is that applicants, while waiting for admission to a baccalaureate program seek as much exposure to nursing as possible. Some may also be taking courses to make up deficiencies in science to become eligible for baccalaureate programs.

The findings concerning distance between the school and the student's residence follow a pattern similar in all previous examinations of this variable. As shown in table 30, most applicants applied to schools in the same State and, very often, in the same city (45% + 45% = 90%). Again, we find this to be more typically the case among diploma applicants (38% + 57% = 95%) and associate degree applicants (57% + 30% = 87%) than among baccalaureate applicants (46% + 36% = 82%).

Table 30.—Geographic scope of other educational pursuit, by type of program, (in percentages)

Geographic scope	Total	Type of program		
		Bacc.	AD	Dipl.
Subsequent school/applicant's home				
Same city	45	46	57	38
Different city, same State	45	36	30	57
Different State, same region	4	11	6	—
Out of geographic region	4	6	6	1
Other	2	1	1	4
Total	100	100	100	100
	(301)	(72)	(79)	(150)
Subsequent school/initial school				
Same city	50	56	63	40
Different city, same State	35	17	22	51
Different State, same region	6	9	6	4
Out of geographic region	7	17	8	2
Other	2	1	1	3
Total	100	100	100	100
	(301)	(72)	(79)	(150)

The question of whether an applicant, in pursuing a course of study other than nursing, would be willing to travel further, geographically, for that education than they might have for a nursing education or, on the other hand, be less likely to travel as far, is also addressed in table 30. When we compared the location of the school in which the applicant eventually enrolled with the school of nursing that had provided us with their name, in terms of whether they were in the same or different

cities, we found that the overwhelming majority of applicants tended to apply to schools either in the same State or the same city (35% + 50% = 85%). Again, the differences among applicants to the three types of nursing programs were consistent: applicants to diploma programs were the most likely to apply to schools close to home (91%), while applicants to baccalaureate programs were somewhat less likely to do so (73%). Associate degree applicants fell in between with 85 percent applying to relatively local schools. The fact that applicants who had initially applied to baccalaureate programs were more likely to apply to and enroll in schools a considerable distance from their residence, is also seen in table 30. Seventeen percent enrolled for their subsequent education in a school out of the geographic region of their residence. This compares with 8 percent for applicants who had applied initially to associate degree programs, and only 2 percent for those who had initially applied to diploma programs.

There was some question as to whether subsequent enrollment in a non-nursing program caused a time delay in the candidate's educational progress. Apparently it did not. As we can see in table 31, approximately 6 out of 10 applicants who had subsequently applied to a non-nursing program had been accepted by September 1974—the term for which they had sought admission to the school of nursing.

Table 31.—Date of entrance into subsequent educational program, by type of program

Date of entrance	Total	Type of program		
		Bacc.	AD	Dipl.
Before September 1974	24	27	21	25
September 1974	35	42	29	35
After September 1974	41	31	50	40
Total	100	100	100	100
	(299)	(71)	(77)	(151)

These figures are comparable to those shown in table 22 on applicants who had applied to a different nursing program. The figures by type of program the applicant applied to are also comparable in both cases. An implication one might make from these figures is the majority of applicants who are either rejected by the school of nursing to which they initially applied or those who, despite acceptance by the school, decided not to enroll, had made up their minds and acted in sufficient time to be enrolled in some school by September 1974. For some of these applicants, it may have meant simply continuing in the educational program in which they were engaged prior to their having submitted an application to a school of nursing.

As we have seen, a number of candidates who had initially applied to a school of nursing were found, upon followup, to be engaged in a non-nursing educational course of study or to be working. The question remained as to whether or not they were still interested in pursuing a career in nursing. Table 32 gives us our reply.

Table 32.—Continued interest in nursing, by type of program (in percentages)

Continued interest	Total	Type of program		
		Bacc.	AD	Dipl.
Yes	78	65	82	82
No	18	32	15	15
Undecided	3	3	3	3
Total	100	100	100	100
	(672)	(109)	(225)	(338)

As we can see, the overwhelming majority (8 out of 10) replied in the affirmative when asked if they were interested in pursuing a career in nursing. Analysis by type of program to which the application had been made showed a difference, however. While better than 8 out of 10 of those who had applied to associate degree and diploma programs indicated continued interest in pursuing nursing as a career, the proportion among those who had applied to baccalaureate programs was considerably less (65%). As noted earlier (table 29), this group was far more likely to have moved into teaching or business education majors.

We asked those candidates who were not currently engaged in pursuing a nursing education but who had indicated a persistent interest in doing so to indicate the conditions under which they would consider returning to nursing. This information is given in table 33.

Table 33.—Conditions under which applicants not currently enrolled would consider pursuing a nursing career, by type of program (in percentages)

Conditions	Total	Type of program		
		Bacc.	AD	Dipl.
Financial assistance	24	26	26	23
Attendance part time, days	13	12	14	12
Attendance part time, evenings	11	11	12	11
Live at home	18	8	18	20
School located closer to home	9	11	8	9
Shortened program	10	11	8	10
Different entrance requirements	15	21	14	15
Total	100	100	100	100
	(1,114)	(129)	(370)	(615)

The most frequently mentioned incentive to return to a nursing program was the availability of financial assistance. One in four applicants gave this reason (24%). Regardless of the type of program to which the candidate had initially applied, the proportion remained roughly the same (baccalaureate, 26%, associate degree, 26%, diploma, 23%). As a matter of fact, the various types of applicants tended to be consistent with regard to the types of incentives which might attract them back into nursing. Similar proportions had indicated that part-time attendance or attendance during the evening, or a shorter overall program might motivate them to return to nursing. However, differences were registered by baccalaureate program applicants regarding entrance requirements of the school. A greater proportion of this group indicated the need to make changes in entrance requirements if they are to consider reapplying to nursing (baccalaureate, 21%; compared to associate degree, 14% and diploma, 15%). On the other hand, those who had applied to associate degree (18%) and diploma (20%) programs were considerably more likely—more than twice as likely as applicants to baccalaureate programs (8%)—to indicate the variable *live at home* as an incentive for the continued pursuit of nursing education.

8. EXPERIENCES OF STUDENTS ENROLLED IN NURSING SCHOOL

Of the applicants to school of nursing participating in the study, half were accepted and enrolled in the program that provided the applicant's name. A review of how this group of applicants differed from other applicant groups will serve as useful background for an interpretation of the experiences which followed their admission to nursing school.

Applicants who were accepted and enrolled in the program were similar to other applicants in terms of age and sex. Most were under the age of 25 and were female. They differed, however, with respect to their marital status in that they were more likely to be single and have no children. Educational attainment, for most, was limited to high school. They were more likely than other applicants to have recently been graduated from high school. Furthermore, they were comparatively less likely to have had exposure to general college courses or prior nursing experience. Nevertheless, their class standing in their senior year of high school was higher than that of most other applicants.

An additional distinction of this applicant group was that the overwhelming majority were enrolled in the school of their first choice, which was also the only school to which they applied.

One determinent of whether a student will maintain enrollment in a school of nursing is how well he or she is doing in terms of grades. Responses to the question posed to the students on this subject are shown in table 34. Well over 93 percent (37%+ 93%) were relatively confident of their ability to keep pace with the workload. Although most tempered their responses by reporting that they did average work (56%). Nevertheless, better than one in three students reported doing very well in nursing school.

Table 34.—Self-assessment of academic achievement in nursing, by type of program (in percentages)

Assessment	Total	Type of program		
		Bacc.	AD	Dipl.
Doing very well	37	43	38	28
Doing average work	56	53	50	65
Not doing very well	6	4	8	6
Probably failing	1	—	4	1
Total	100	100	100	100
	(1,130)	(342)	(354)	(434)

A comparison of students in the various programs shows some differences. Baccalaureate students tended to feel they were doing better academically. Forty-three percent reported doing very well in contrast to the proportion of students enrolled in associate degree (38%) and diploma (28%) programs. Furthermore, baccalaureate students were less likely to report not doing very well. By comparison, associate degree students were twice as likely as baccalaureate students to report not doing very well (associate degree, 8%; baccalaureate, 4%). The proportion was somewhat less for students in diploma programs (6%). Students in associate degree programs were the most likely to report themselves as probably failing (associate degree, 4%; compared to diploma, 1% and virtually no baccalaureate students).

Most schools offer a variety of programmed supports to assist students with both academic and personal problems. Perhaps the greatest single cause of problems can be traced to financial difficulties. Virtually all schools, however, have some form of financial aid. As a matter of fact, most schools are concerned with equitably distributing their financial aid resources for optimum effect. Three out of every four applicants who were enrolled in a school of nursing at the time the study was conducted had received the financial aid requested. Responses to a question pertaining to whether the applicant's ability to obtain financial aid affected his or her decision to go to nursing school revealed that three out of four said "no."

In addition to financial aid programs, most schools offer programs to assist students with their academic and personal problems. Students' evaluation of such programs depend in large part on their use of them. Table 35 shows the extent to which students used supportive services. Among enrolled students, approximately one in four used available tutorial and counseling services. Counseling personal problems was the most frequently used service—more often sought by students than counseling in study habits, tutorial assistance, or assistance with other academic problems.

Table 35.—Utilization and appraisal of supportive services by students enrolled in a school of nursing (in percentages)

Supportive services	Degree of utility				
	Very useful	Somewhat useful	Not useful	Available but not used	Never heard of
Academic supports					
Reinforcement or remedial courses before regular courses begin	6	6	2	19	67
Reinforcement or remedial courses concurrent with regular courses	12	10	2	25	51
Decreased academic workload and/or lengthened time for course completion	15	8	3	23	51
Tutorial program	12	11	2	46	29
Counseling in study habits	13	15	4	39	29
Social supports					
Family counseling	7	5	2	24	62
Personal counseling	19	18	3	41	19

Notwithstanding the existence of supportive services at schools of nursing, four out of every 10 nursing students considered leaving the program at some point during their first year in school. As we can see from table 36, comparison between student groups from baccalaureate, associate degree, and diploma programs indicates very little difference. Considerations of withdrawing from a program were slightly less likely to occur among diploma students and somewhat more likely among associate degree students.

Table 36.—Considered leaving nursing school, by type of program (in percentages)

Considered leaving	Total	Type of program		
		Bacc.	AD	Dipl.
Yes	41	41	43	38
No	59	59	57	62
Total	100	100	100	100
	(1,166)	(454)	(352)	(360)

Although the proportion of students from the various programs who considered withdrawing was relatively similar, students' reasons for doing so were somewhat different, as shown in table 37. Overall, the most frequent reason for withdrawal mentioned by students was

academic difficulty or failure. Close to one in three students gave this as their reason (30%). The next most frequently mentioned reason for leaving was to change to a different type of nursing program. Seventeen percent considered leaving for this reason. An additional 13 percent indicated that they considered changing to a different career from nursing. Financial problems and feeling of nonacceptance by faculty were also some of the reasons for withdrawal mentioned by students.

Table 37.—Reasons for considering withdrawal from nursing school by applicants currently enrolled, by type of program (in percentages)

Reasons	Total	Type of program		
		Bacc.	AD	Dipl.
Changed to a different type of nursing program	17	24	15	10
Made new career choice	13	18	13	6
Received financial assistance at another school	—	—	—	—
Financial problems	10	9	12	11
Ill health	4	3	5	3
Devote more time to family	6	5	5	6
Academic difficulty or failure	30	23	31	38
Feelings of nonacceptance by faculty	10	9	9	12
Feelings of nonacceptance by students	1	—	1	4
Other	9	9	9	10
Total	100	100	100	100
	(473)	(186)	(150)	(137)

Students enrolled in baccalaureate programs were more likely than students in associate degree or diploma programs to indicate a desire to change to a different type of nursing program.[1] Students in baccalaureate programs were also far more likely than other students to indicate a desire for a different type of career (baccalaureate, 18%; compared to associate degree, 13% and diploma, 6%). On the other hand, students in baccalaureate programs were less likely than others to indicate consideration of withdrawal due to academic difficulty or failure (baccalaureate, 23%; compared to associate degree, 31% and diploma, 38%).

In summary, 4 out of every 10 students in nursing school considered leaving. The proportions were similar regardless of the program in which the student was enrolled. Their reasons for considering

[1]Some students used this category answer to indicate changing not to just another type of nursing program such as associate degree or diploma, but changing to another type of baccalaureate program. In these cases, the change may have been to a school closer to the student's home or to one that offered the student financial assistance (baccalaureate, 24%; compared to associate degree, 15% and diploma, 10%).

withdrawal from the nursing program revealed some differences, however. For students in baccalaureate programs, the tendency was to change to a different type of nursing program. For associate degree and diploma students, the tendency was to change because of academic difficulty or failure. Baccalaureate students also had given some indication of desiring to change to a different career. Associate degree students also included financial problems as a reason for withdrawing from their nursing program. Although roughly a third of the students reported doing well academically, students in diploma programs were the least likely to make this assertion. Almost half of the students worked. Most, as we might expect, had part-time jobs and were working as student nurses. Thirty percent of the associate degree students worked full time. This figure is twice as large as that found among students in either baccalaureate or diploma programs. It is also reflective of the earlier findings that students in associate degree programs are more likely to be older, married, and have children. Consequently, they add family responsibilities to those of pursuing their education in nursing.

9. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The aim of this study was to explore the diverse methods used to gain entry into the nursing profession. For some applicants, entry into nursing was direct: they applied upon graduation from high school to one or more programs and were unconditionally accepted into the program of their choice. However, for others the road was more circuitous: some were required to take remedial courses before being considered as a candidate for admission; others were placed on a waiting list; and still others, after enrolling in one school of nursing, subsequently withdrew and enrolled in a different nursing school.

Almost 7 out of every 10 of those who applied to a school of nursing were accepted for admission, if not by the school to which they initially applied, then by a subsequent school (see table 38). The overwhelming majority of the balance—those who had applied but were not enrolled in a school of nursing at the time the interviews were conducted—continued to have a strong commitment to the eventual pursuit of a career in nursing.

Table 38.—Total of applicants who applied, the percent in nursing, and the number in nursing, by applicant categories

Applicants	Number applied	Percent in nursing	Number in nursing
Not accepted	600	32	192
Never enrolled	439	47	206
Withdrew	156	27	42
Enrolled students	1,195	100	1,195
	2,390		1,635 (68.4%)

This report attempts to distinguish between the different types of applicants to schools of nursing and to follow the options elected by them once the school determined their eligibility for acceptance. Applicants who had not been accepted by the program of nursing who supplied us with their name, although similar to other candidates regarding basic demographics (i.e., age and sex), were different in other respects. They were likely to have already accumulated some education beyond high school, and they ranked themselves lower on academic achievement. They were also more likely than other applicants not only to submit only one application for nursing school but also more likely to limit their selection to schools within local commuting distance of their home. Nevertheless, two out of three of the rejected applicants had been accepted by some other educational institution—half by a school of nursing.

Candidates who had been accepted by the study school supplying their names but who had failed to enroll in the program were more likely than other applicants to have submitted multiple applications. They were also more likely to rank themselves in the upper quarter of their high school graduating class. Most of these candidates were found, upon followup, to be enrolled in some educational pursuit—for the most part nursing (although they had opted for a different type of nursing program), while others had altered their career choice and enrolled as an education major.

A number of candidates who had been admitted to the program but who subsequently withdrew did so mainly because of academic difficulty. However, some applicants withdrew from one program in order to enroll in a different type of nursing program or, for those who changed their career aspirations, to enroll in a non-nursing course of study.

In essence, then, what happened to those who applied to but were not enrolled in the school of nursing which supplied their name (i.e., rejected, never enrolled, or dropped out)? The majority (6 out of 10) were engaged in some educational pursuit (half in nursing); a third were working full time (often in medically related fields); and the balance were at home taking care of family responsibilities. Nevertheless, interest in a nursing career did not wane. The overwhelming majority of those not in a nursing program voiced their continued interest in eventually pursuing a career in nursing.

Approximately half of all the applicants included in this study were enrolled as students in the program that had supplied us with their name. These students tended to distinguish themselves from other applicants in the following ways: they were more likely to be single and not have family responsibilities; most were just out of high school and were less likely to have either some non-nursing or nursing educational background. These students tended, on the whole, to rank themselves higher on academic achievement than did other applicants. Most felt they were keeping pace with the demands of the course load, although a sizeable proportion tempered their comments by reporting they were doing "average" work. A surprisingly high proportion, almost half, of these students considered leaving school sometime during their first year. This held true regardless of whether the student was enrolled in a baccalaureate, associate degree, or diploma program. However, the reasons for leaving varied. For associate degree and diploma students, it was mainly due to academic difficulty; for baccalaureate it was changing type of nursing program or career altogether (this reason was often indirectly linked to deficiencies in current academic performance).

Evaluation of the study findings recommends that:

1. Financial aid be made available to students, particularly first-year students having family responsibilities.

2. Funds be made available for tutorial/remedial programs in schools to assist students experiencing academic difficulty.
3. Studies be made to explore geographic distribution of schools of nursing by type of program (i.e., baccalaureate, associate degree, diploma). Some applicants reported either no school or only one local school to which they could apply. Encourage better distribution through introduction of new programs and schools of nursing.
4. Support be given school of nursing policies that encourage students to make multiple applications. Encourage schools within geographic proximity to use similar application forms and pool the applications of rejected candidates for additional review by others in their consortium.

Appendix A

STUDY DESIGN AND METHODOLOGICAL PROCEDURES

The data analyzed in this report is part of a comprehensive study of student selection processes in schools of nursing. Analysis of other data from this research was presented in earlier reports.[1] In order to put this particular report into proper context, an overall review of the research is included here.

The initial study was designed to obtain data both from schools of nursing and the applicants themselves. The study consisted of three phases. Phase I consisted of a questionnaire survey to all schools of nursing in the country with a program to graduate registered nurses. Phase II consisted of site visits to 20 representative schools of nursing in the country to conduct in-depth interviews with program administrators. Phase III—the phase upon which this report is based—consisted of a questionnaire mailed to the applicants of the fall 1974 class of the 20 schools that participated in Phase II of the study.

The first-phase questionnaire mailed to all schools of nursing was designed to obtain information on recruitment practices, selection procedures, admissions policies, admissions data, and a profile of the fall 1974 entering class. Additional questions focused on how schools determined borderline cases and what changes in selection procedures had occurred over the past 5 years.

The second phase interviews were conducted with administrators and staff members of 20 schools across the country, selected for their representativeness on several criteria. The criteria included: type of program, geographic distribution, size of school, type of programs available to disadvantaged students, characteristics of the student body, and interest on the part of the school in the ongoing study. This latter point was indicated by the manner in which they responded to the questionnaire initially sent to them as part of Phase I of the study.

In addition to the above criteria, the directors of each of the educational programs at the National League for Nursing were individually consulted and asked to recommend schools for us to include. Dr. Dorothy Ozimek gave us a list of baccalaureate schools, Dr. Gerry Griffin provided a list of associate degree schools, and Miss Katherine Brim provided a list of diploma schools. In addition, we consulted with the director of the National Student Nurses'

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[1]Nash, Patricia M., *Student Selection and Retention in Nursing Schools.* DHEW Pub. No. HRA 78-5, Division of Nursing, Health Resources Administration, December 1977.

Patricia M. Nash, *A Comparative Analysis of Differential Supports Offered to Disadvantaged Students by Schools of Nursing,* (N.Y., N.Y., National League for nursing), 1977.

Association's Breakthrough to Nursing Project and asked for recommendations for schools that had programs specifically directed to attracting students from disadvantaged backgrounds. We also paid particular attention to schools indicating in their questionnaire responses to Phase I that they had some programs for the disadvantaged. We also noted the number and type of disadvantaged students schools reported in their freshmen profile. The quality of the returned questionnaire was also taken into account; i.e., the data on which the questionnaire was received by NLN and the marginal comments and clarifications written on the questionnaire were used as indicators of interest on the part of the school and of a high probability of cooperation in the site visits planned for the second phase of our study.

The final determination of the 20 sites for inclusion in Phase II was based on these criteria: At least one school representing each of the three types of programs (baccalaureate, associate degree, and diploma) was selected in each of the four regions (North Atlantic, Midwest, South, and West). This accounted for 12 sites. Three other sites were included on the basis of selecting one additional school in each of the three types of programs according to the geographic area in which the program predominated. For example, since there were a disproportionately larger number of associate degree programs in the West, an additional program located in that region was included. This accounted for a total of 15 sites. An additional three programs (bringing the total to 18) were selected by focusing exclusively on the three main minority groups: Blacks, Spanish Americans, and American Indians. Three schools in which at least one of the minority groups predominated were selected. An additional two schools (bringing the total to 20) were selected based on their having high proportions of male students and a mixture of minority groups among their student bodies.

The model for Phase II was pretested on one of each of the three types of programs in the Northeast region. They were asked to furnish a list of the names and addresses of all applicants to their fall 1974 class, identified according to whether or not the applicants were: (1) not accepted; (2) accepted but did not enroll; (3) accepted, enrolled but withdrew; (4) accepted and were currently enrolled in the program.

The preceding description of the study design sets the background for the third phase of the study—the phase upon which this report is based. The names and addresses of the applicants to the fall 1974 class were given to us by the schools of nursing during our site visits. Questionnaires were then mailed to the applicants to determine what happened to them. For those enrolled in nursing programs, we were interested in learning about their experiences with programs they considered particularly helpful in the pursuit of their nursing education. This report is based on the replies of all various types of applicants to the questionnaires.

Appendix B

RESPONSE RATES

Response Rate From the Schools of Nursing

The findings presented in this report are based on responses from almost 2,500 applicants to schools of nursing and on information provided by 1,439 schools of nursing in the country with programs to graduate registered nurses. The data were collected by means of mailed questionnaires. The first questionnaire obtained information from institutional sources on their student selection processes. As of the cut-off date for returns, February 1975, 90 percent of the schools had responded to the questionnaire. This included 82 percent of all schools completing the questionnaire and an additional 8 percent of schools that had closed, were in the process of closing, or had just opened and were, therefore, too new to be able to provide some of the information requested. Ten percent of the schools did not respond to our questionnaire.[1] The response rate for the different types of registered nurse programs (baccalaureate, AD, and diploma) is shown in table B-1.

Table B-1.—Response rate, by type of nursing program (in percentages)

		Type of program		
Response rate	Total	Bacc.	AD	Dipl.
Responding schools:				
Completed questionnaires	82	87	85	74
Schools closed (Closing or just opened)	8	2	2	20
Nonresponding schools	10	11	13	6
Total	100	100	100	100
N	(1,439)	(319)	(602)	(518)

Although baccalaureate and AD programs (87% and 85%, respectively) were more likely to have completed the questionnaire pertaining to their student selection processes, the best overall response rate was from the diploma programs. Ninety-four percent of the diploma programs responded, compared with 89 percent of the baccalaureate programs and 87 percent of the AD programs. The reason for this, as clearly indicated in table B-1, is the high proportion of diploma programs which had closed or were in the process of closing during the time the study was being conducted. Notwithstanding the

[1] A followup study of nonrespondents revealed that 30 percent had returned their completed questionnaire, 55 percent had not (yet) returned it, and 15 percent did not recall receiving the questionnaire.

different pattern of responses found between diploma programs and baccalaureate and AD programs, there was a sufficiently high rate of return of completed questionnaires from all three programs to outweigh any potential bias resulting from the disproportional number of diploma programs which closed. In other words, the comparisons between the three types of programs for registered nurses is based on an unbiased sampling of each program.

Response Rate From Applicants to Schools Of Nursing

Table B-2.—Response rate, by type of applicant

Response rate	Total	Type of applicant			
		Not accepted	Accepted but not enrolled	With-drew	Currently enrolled
Questionnaires mailed	4,381	1,322	904	332	1,823
Questionnaires returned, undeliverable[1]	534	205	102	45	182
Questionnaires presumably delivered	3,847	1,117	802	287	1,641
Questionnaires completed and returned	2,409	604	444	159	1,202
Rate of response	63	54	55	55	73

[1] A followup was made on questionnaires returned to us by the Post Office. Two subsamples were selected from this group of questionnaires. One group consisted of the names and addresses of applicants for which the school had provided the zip code and the other group consisted of the applicants for whom we did not have a zip code. Since these addresses, as provided by the school, were apparently incorrect and the Post Office was unable to supply corrected addresses, we tried to reach these applicants by telephone. Telephone numbers were obtained for 21 of the 60 applicants in the followup sample. However, we were not able to reach any of these applicants by phone, despite the fact that calls were made to them during the week and on the weekend and during various hours during the day (in the morning, afternoon, and evening). The fact that telephone listings will survive a considerable time after someone has changed residence may well account for our inability to reach even the 21 applicants. (We were initially concerned that a response bias would be built into the sample if schools were more likely to have zip codes for applicants currently enrolled than for those who were not. This was not the case, however, our check found just the opposite: 63 percent of the questionnaires returned to us by the Post Office for those applicants who were listed as currently enrolled, did not have zip codes, compares to 46 percent for all other applicants. Since enrolled students tend to have a higher response rate, as shown in table B-2, the distribution of undeliverable questionnaires did not bias our sample in any way.)

The source of data on applicants were the applicants whose names were supplied to us by the schools of nursing that participated in Phase II of the study.[2] Our overall response rate from applicants (63%) was considerably better than had been initially predicted. A lower response rate had been anticipated from applicants who were not enrolled in programs of nursing compared with those who were

[2]Phase II of the study consisted of site visits and in-depth interviews at 20 specially selected schools of nursing (Selection was based on type of nursing program, region of the country, size of school, characteristics of student body, and supportive programs available to students.)

currently enrolled. This was, indeed, the case. Fifty-five percent of the applicants who were not enrolled because they: (1) were not accepted, (2) were accepted but did not enroll, or (3) were enrolled but withdrew, responded to our questionnaire compared with 73 percent of applicants who were currently enrolled.

Due to basic differences between the three types of nursing programs (in terms of curriculum, size, geographic location, and other factors), the number and kinds of people who apply also vary. As a consequence, the disposition of their applications shows differential patterns between the three programs (see table B-3).

Table B-3.—Questionnaires mailed, by type of program (in percentages)

Type of applicant	Total	Type of program		
		Bacc.	AD	Dipl.
Not accepted	30	23	27	39
Accepted but not enrolled	21	16	24	21
Enrolled but withdrew	7	3	10	9
Currently enrolled	42	58	39	31
Total	100	100	100	100
	(4,381)	(1,277)	(1,469)	(1,635)

Table B-3 reveals that 42 percent of all those applying to schools of nursing participating in Phase II were currently enrolled in those programs. An additional 7 percent of the applicants had enrolled but subsequently withdrew from the program, 21 percent had been accepted but had not enrolled, and 30 percent had been rejected by the schools of nursing. When the three types of programs are compared, baccalaureate (58%) programs were more likely than were AD (39%) and diploma (31%) programs to have a majority of their applicants currently enrolled.

As previously indicated, we had anticipated a differential response rate from applicants currently enrolled in a program compared with those who were not. We were interested in any biases which might be introduced into our sample because of differential response rates among the applicants to different types of programs. Table B-4 shows

Table B-4.—Applicant response rate, by type of nursing program (in percentages)

Type of applicant	Total	Type of program		
		Bacc.	AD	Dipl.
Not accepted	25	20	25	29
Accepted but not enrolled	18	15	18	22
Enrolled but withdrew	7	2	9	9
Currently enrolled	50	63	48	40
Total	100	100	100	100
	(2,380)	(729)	(744)	(907)

that of all the questionnaires returned from applicants, 50 percent were from applicants currently enrolled in the nursing program that provided us with their name, 7 percent were from applicants who had enrolled but subsequently withdrew from the program, 18 percent were from applicants who, although accepted into the program, had not enrolled, and 25 percent were from applicants unaccepted by the school of nursing.

By comparing the total columns from tables B-3 and B-4, we see additional evidence to support the fact that currently enrolled applicants were more likely to respond to our inquiry than those not enrolled. Forty-two percent of the total number of questionnaires mailed were sent to applicants currently enrolled, whereas, 50 percent of the responses came from this applicant group, an increase of 8 percent. This contrasts to a decrease in the relative proportions for the other three types of applicants. For example, while 30 percent of the questionnaires were mailed to applicants who were not accepted, only 25 percent of the questionnaires that were returned came from applicants who were not accepted. Twenty-one percent of the questionnaires were mailed to applicants who were accepted but did not enroll, however, only 18 percent of the response rate came from this group. The only group having a consistent proportion of questionnaires mailed, questionnaires returned, were applicants who withdrew from the program. They constituted 7 percent of the questionnaires mailed and 7 percent of the questionnaires returned.

Biases caused by differential response rates among applicants to the different types of programs can befurther explored by a comparison of the percentage distributions within table B-3 and B-4. Table B-5

Table B-5.—A comparison of percentage differences between tables B-2 and B-3

Type of applicant	Total	Type of program		
		Bacc.	AD	Dipl.
Not accepted	-5	-3	-2	-10
Accepted but not enrolled	-3	-1	-6	+ 1
Enrolled but withdrew	—	-1	-1	—
Currently enrolled	+8	+5	+9	+ 9

Note: Comparison of the total number of questionnaires mailed to applicants who were not accepted (table B-2 = 30%) to the response rate from this group (table B-3 = 25%) shows a decrease of 5 percentage points. Had each group responded proportionately, the percentage differences in table B-4 would be zero. Minus figures in table B-4 indicate the group was comparatively less likely to respond. Plus figures indicate that the group was comparatively more likely to respond to the questionnaire.

shows results of this comparison. It supports the contention that the response rate from applicants in the three different types of nursing programs is unbiased. Although applicants who were currently enrolled in associate degree (+9%) and diploma (+9%) programs tended

to be slightly more likely to respond than their counterparts in the baccalaureate (+5%) programs, the proportion is too small to generate any statistical significance. The only finding shown by table B-5 worth noting is that applicants not accepted by diploma (-10%) programs were less likely to respond to our questionnaire than applicants not accepted by baccalaureate (-3%) programs, or those not accepted by associate degree (-2%) programs.

Since much of the data in this report compare the applicants to the three different types of nursing programs, it was desirable to perform certain tests to insure the unbiased representation of these groups in our sample. Based on the information reviewed above we are assured that the information provided by those applicants who responded to our inquiry accurately represents a true sample of the types of applicants who applied to schools of nursing in the fall of 1974. Bear in mind that the applicant sample was drawn from a special sample of schools of nursing and does not represent a random sample of applicants to schools of nursing in general.

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Appendix C

DATA COLLECTION INSTRUMENTS

☆ U.S. GOVERNMENT PRINTING OFFICE:980—328-805

OMB #68-S-74036 NATIONAL LEAGUE FOR NURSING
Division of Research

Student Selection Processes in Schools of Nursing (4375)

THIS QUESTIONNAIRE IS CONFIDENTIAL. THE INFORMATION IS FOR STATISTICAL PURPOSES ONLY AND WILL NOT BE CONNECTED WITH YOUR NAME IN ANY WAY.

5-9:

10:

PLEASE READ INSTRUCTIONS AND QUESTIONS CAREFULLY BEFORE ANSWERING.
We would like to obtain some picture of what happens to applicants after they apply for admission to a school of nursing. Since this questionnaire was designed to obtain information from both applicants who were accepted as well as from those who were not accepted into the program of nursing, some questions may not apply specifically to you. Some questions are about your efforts to enroll in a nursing program and others relate to what you did after the school notified you of acceptance or non-acceptance. We would like you to begin answering this questionnaire with a description of yourself. Please check each of the items below which apply to you.

11-15:

A. DEMOGRAPHIC INFORMATION

1. Year of Birth:_____ 16-17:

2. Sex: 1. ☐ Female 2. ☐ Male 18:

3. Racial/Ethnic Background: 19:

1. ☐ White
2. ☐ Black
3. ☐ Mexican-American/Chicano
4. ☐ Mainland Puerto Rican/Boricua
5. ☐ American Indian
6. ☐ Japanese/Chinese
7. ☐ Other (specify)_____

4. Marital Status: 20:

1. ☐ Never Married
2. ☐ Married
3. ☐ Separated or Divorced
4. ☐ Widowed

5. If Married: Occupation of Spouse: 21: 22:

_____ (Nature of Employer's Business) _____ (Type of Position)

6. If Married: Is your spouse currently attending school? 1. ☐ Yes 2. ☐ No 23:

7. Number of children under 6 years of age: _____ 24:

8. How much formal education have you had to date: (Check ALL that apply) 25:

1. ☐ Less than High School
2. ☐ High School equivalency
3. ☐ High School graduate _____ Year
4. ☐ Some College (specify)_____ 26-27: 28-29:
5. ☐ Some Nursing (specify)_____ 30-31:
6. ☐ Other (specify)_____ 32-33:

9 Where would you rank yourself in terms of your class standing during your last year in high school? 34:

1. ☐ Upper Quarter
2. ☐ Upper Middle Quarter
3. ☐ Lower Middle Quarter
4. ☐ Lower Quarter

8. APPLICATION TO NURSING SCHOOL

10. List ALL of the schools of nursing to which you submitted a complete application for admission to the Fall, 1974 class. Indicate if you were accepted (or not accepted) for admission by placing a check (✓) in the appropriate column at the right. 35: 36: 37: 38: 39: 40: 41:

Name of School	City	State	Accepted Without Conditions	Accepted With Conditions	Not Accepted	Never Heard from School
1.						
2.						
3.						
4.						
5.						
6.						
7.						

11. A. Did you apply to or previously attend any school of nursing at any time prior to the Fall 1974? 1. ☐ Yes 2. ☐ No 42:

B. If yes: Name of School_____ 43: 44:

Address_____ 45:
City State Dates Attended 46:

Major or Field_____ 1. ☐ Full-time 2. ☐ Part-time 47: 48:

NOTE: In the following questions, Q.12-21, when we refer to "the school," we mean the one that furnished us with your name.

12. Was this school your first choice? 1. ☐ Yes 2. ☐ No 49:

13. How did you hear about the school:

1. ☐ High School Teacher or Advisor 50:
2. ☐ Friends 51:
3. ☐ Recruiter (Career Day Recruiter or Other) 52:
4. ☐ Poster/Literature available at High School 53:
5. ☐ Advertisements (Where?)_____ 54: 55:
6. ☐ Other (specify)_____ 56: 57:

14. At the time you applied, did you know anybody already attending the nursing program in this school? 1. ☐ Yes 2. ☐ No 58:

15. Approximately how far away from your permanent address (home at the time you made application) was the school:

1. ☐ Within local commuting distance 59:
2. ☐ A distance which would (or did) require me to move

16. Approximately when did you first apply for admission into the nursing program of the school?

_____ Month, _____ Year 60-63:

17. Approximately when were you notified by the school of your acceptance (or non-acceptance):

_____ Month _____ Year 64-67:

18. A. Did you apply to the school of nursing as a Full-Time Student:

1. ☐ Yes 2. ☐ No 68:

B. If no, on what basis did you apply (i.e., Part-Time, Special Student, Placed on waiting list, etc.) 69:

(Specify) _____

19. Were you interviewed by anyone from the school of nursing?

1. ☐ Yes 2. ☐ No 70:

20. A. Did you file an application for financial aid with the school of nursing?

1. ☐ Yes 2. ☐ No 71:

B. If yes, did the school grant your request?

1. ☐ Yes, in full 3. ☐ No 72:
2. ☐ Yes, in part 4. ☐ Other_____

21. Did your ability (or inability) to obtain financial aid influence your decision to attend (or not to attend) the school of nursing?

1. ☐ Yes 2. ☐ No 73:

74-79:

80: 1

C. ACTIVITIES AFTER NOTIFICATION OF ACCEPTANCE OR NON-ACCEPTANCE BY SCHOOL OF NURSING (4475)

17:X

22. A. If you were accepted (if not, skip to Q.23) into the school of nursing but did not complete the year, please indicate if you:

1. ☐ Had been accepted but never enrolled in the school — 18:
2. ☐ Had been accepted, enrolled but later withdrew from the nursing program
3. ☐ Other (specify)_____

B. If you did not enroll or enrolled but withdrew, please indicate which one of the following was your main reason for doing this.

1. ☐ Conditions of acceptance were unsatisfactory (please specify)_____ — 19: 20:
2. ☐ Change to a different type of nursing program — 21:
3. ☐ Change in career choice
4. ☐ Was offered financial assistance by another school
5. ☐ Other financial reasons
6. ☐ Ill Health
7. ☐ Devote time to family
8. ☐ Academic difficulty or failure
9. ☐ Feelings of non-acceptance by faculty
10. ☐ Feelings of non-acceptance by students
11. ☐ Other (specify)_____

_____ — 22:X

C. If you withdrew, were you working at the time you were attending this school:

1. ☐ Yes, Full-time 2. ☐ Yes, Part-time 3. ☐ No — 23: 24:X

D. If you withdrew, how well were you doing in your courses?

1. ☐ Very well 3. ☐ Not very well — 25:
2. ☐ Average 4. ☐ Probably failing

23. A. Are you currently enrolled in a school of nursing?

1. ☐ Yes, Full-time 2. ☐ Yes, Part-time 3. ☐ No (Skip to E) 26:

B. If yes, please write in the name and address of the school, answer C and D, (and then skip to Q.26):

27:
28:
29:
30:
31:

Name of School_____

Address_____
City State Dates Attended

C. If yes, are you also employed

1. ☐ Yes, Full-time 2. ☐ Yes, Part-time 3. ☐ No 32:

D. If yes, what kind of work do you do? (specify)_____ 33:

E. If no, indicate which one of the following was the main reason for not being currently enrolled in a school of nursing?

1. ☐ Financial 34:
2. ☐ There is no other nursing school within reasonable traveling distance
3. ☐ Devote time to family
4. ☐ Ill Health
5. ☐ Change in career choice
6. ☐ Other (specify)_____

_____

24. If you are not presently enrolled in a school of nursing, what is your present activity? (Check as many boxes as apply and fill in where indicated.)

1. ☐ Employed (specify type of work)_____ 35:

1. ☐ Full-time 2. ☐ Part-time 36:

2. ☐ Looking for work (specify type of work desired)_____ 37:
38:

3. ☐ Housewife 39:

4. ☐ Enrolled in another educational program: 40:
41:

Name of School_____ 42:
43:

Address_____ 44:
City State Dates Attended 45:

Major or Field_____ 1. ☐ Full-time 2. ☐ Part-time 46:
47:
48:

5. ☐ Other (specify)_____

_____

_____

25. A. If you are not presently enrolled in a nursing program, are you still interested in pursuing nursing as a career: 1. ☐ Yes 2. ☐ No 49:

B. If yes, under what conditions would you enroll in a school of nursing? (Check ALL boxes that apply.)

1. ☐ Financial assistance 50:
2. ☐ Could attend school part-time (days) 51:
3. ☐ Could attend school part-time (evenings) 52:
4. ☐ Could live at home 53:
5. ☐ School located closer to home 54:
6. ☐ School program shorter in length 55:
7. ☐ School had different entrance requirements 56:
8. ☐ Other (specify)_____ 57:

_____

_____

C. If not, indicate reason(s)_____ 58:

_____

_____

NOTE: If you applied to the nursing school and were not accepted or if you applied and were accepted but did not enroll (or never attended) the school of nursing, you have answered all the questions intended for you. Please feel free to add any additional comments you may have in the space provided on the last page of the questionnaire. We would like to thank you and request that you return this questionnaire to us at this time.

However, If you applied to the school of nursing, were accepted and enrolled but later withdrew, please continue answering the following questions.

NOTE: The following is to be answered by students who enrolled in a program of nursing but subsequently withdrew before completing the year.

26. Some schools offer special academic and social support to their students. If you happen to know whether your school offers special support to nursing students, please indicate whether or not you found these aids useful by checking the appropriate column for each of the following:

	Very Useful	Somewhat Useful	Not at all Useful	Available but I have not used	Never heard of or don't know	
Academic Support						
1. Reinforcement or remedial courses before regular courses begin (summer workshops)	☐	☐	☐	☐	☐	59:
2. Reinforcement or remedial courses concurrent with regular courses	☐	☐	☐	☐	☐	60:
3. Decreased academic workload and/or lengthened time for course completion	☐	☐	☐	☐	☐	61:
4. Tutorial program	☐	☐	☐	☐	☐	62:
5. Counseling in study habits	☐	☐	☐	☐	☐	63:
6. Other (specify) _____	☐	☐	☐	☐	☐	64:
Social Support						
7. Family counseling	☐	☐	☐	☐	☐	65:
8. Personal counseling	☐	☐	☐	☐	☐	66:
9. Other (specify) _____	☐	☐	☐	☐	☐	67:

The following lines are provided for any other comments you would like to make about getting into (or your experience with attending) nursing school: 68-79:

_____ 80: 2

_____

_____

THANK YOU VERY MUCH FOR PARTICIPATING IN THIS STUDY

OMB #68-S-74036 NATIONAL LEAGUE FOR NURSING
Division of Research

Student Selection Processes in Schools of Nursing (4375)

THIS QUESTIONNAIRE IS CONFIDENTIAL. THE INFORMATION IS FOR STATISTICAL PURPOSES ONLY AND WILL NOT BE CONNECTED WITH YOUR NAME IN ANY WAY.

5-9:

10:

PLEASE READ INSTRUCTIONS AND QUESTIONS CAREFULLY BEFORE ANSWERING.

We would like to obtain some picture of what happens to applicants after they apply for admission to a school of nursing. Some of the following questions are about your efforts to enroll in a nursing program and others relate to what you did after the school notified you of acceptance; still other questions concern your experience in nursing school. We would like you to begin answering this questionnaire with a description of yourself. Please check each of the items below which apply to you. 11-15:

A. DEMOGRAPHIC INFORMATION

1. Year of Birth:_____ 16-17:

2. Sex: 1. ☐ Female 2. ☐ Male 18:

3. Racial/Ethnic Background: 19:

1. ☐ White
2. ☐ Black
3. ☐ Mexican-American/Chicano
4. ☐ Mainland Puerto Rican/Boricua
5. ☐ American Indian
6. ☐ Japanese/Chinese
7. ☐ Other (specify)_____

4. Marital Status: 20:

1. ☐ Never Married
2. ☐ Married
3. ☐ Separated or Divorced
4. ☐ Widowed

5. If Married: Occupation of Spouse: 21: 22:

_____ (Nature of Employer's Business) _____ (Type of Position)

6. If Married: Is your spouse currently attending school? 1. ☐ Yes 2. ☐ No 23:

7. Number of children under 6 years of age: _____ 24:

8. How much formal education have you had to date: (Check ALL that apply) 25:

1. ☐ Less than High School
2. ☐ High School equivalency
3. ☐ High School graduate _____ Year
4. ☐ Some College (specify)_____ 26-27: 28-29:
5. ☐ Some Nursing (specify)_____ 30-31:
6. ☐ Other (specify)_____ 32-33:

9 Where would you rank yourself in terms of your class standing during your last year in high school?

1. ☐ Upper Quarter
2. ☐ Upper Middle Quarter
3. ☐ Lower Middle Quarter
4. ☐ Lower Quarter

34:

B. APPLICATION TO NURSING SCHOOL 35:

10. List ALL of the schools of nursing to which you submitted a complete application for admission to the Fall, 1974 class. Indicate if you were accepted (or not accepted) for admission by placing a check (✓) in the appropriate column at the right. 36: 37: 38: 39: 40: 41:

Name of School	City	State	Accepted Without Conditions	Accepted With Conditions	Not Accepted	Never Heard from School
1.						
2.						
3.						
4.						
5.						
6.						
7.						

11. A. Did you apply to or previously attend any school of nursing at any time prior to the Fall 1974? 1. ☐ Yes 2. ☐ No 42:

B. If yes: Name of School_____ 43: 44:

Address_____ 45:
City State Dates Attended 46:

Major or Field_____ 1. ☐ Full-time 2. ☐ Part-time 47: 48:

NOTE: In the following questions, Q.12-21, when we refer to "the school," we mean the one that furnished us with your name.

12. Was this school your first choice? 1. ☐ Yes 2. ☐ No 49:

13. How did you hear about the school:

1. ☐ High School Teacher or Advisor 50:
2. ☐ Friends 51:
3. ☐ Recruiter (Career Day Recruiter or Other) 52:
4. ☐ Poster/Literature available at High School 53:
5. ☐ Advertisements (Where?)_____ 54: 55:
6. ☐ Other (specify)_____ 56: 57:

14. At the time you applied, did you know anybody already attending the nursing program in this school? 1. ☐ Yes 2. ☐ No 58:

15. Approximately how far away from your permenent address (home at the time you made application) was the school:

1. ☐ Within local commuting distance 59:
2. ☐ A distance which would (or did) require me to move

16. Approximately when did you first apply for admission into the nursing program of the school?

_____ _____ 60-63:
Month Year

17. Approximately when were you notified by the school of your acceptance (or non-acceptance):

_____ _____ 64-67:
Month Year

18. A. Did you apply to the school of nursing as a Full-Time Student:

1. ☐ Yes 2. ☐ No 68:

B. If no, on what basis did you apply (i.e., Part-Time, Special Student, Placed on waiting list, etc.) 69:

(Specify) _____

19. Were you interviewed by anyone from the school of nursing?

1. ☐ Yes 2. ☐ No 70:

20. A. Did you file an application for financial aid with the school of nursing?

1. ☐ Yes 2. ☐ No 71:

B. If yes, did the school grant your request?

1. ☐ Yes, in full 3. ☐ No 72:
2. ☐ Yes, in part 4. ☐ Other_____

21. Did your ability (or inability) to obtain financial aid influence your decision to attend (or not to attend) the school of nursing?

1. ☐ Yes 2. ☐ No 73:

74-79:

80: 1

(4475)

C. ACTIVITIES AFTER NOTIFICATION OF ACCEPTANCE BY SCHOOL OF NURSING

22. A. Did you consider dropping out of nursing school at any time during the year?

1. ☐ Yes 2. ☐ No 17:

B. If Yes, which of the following comes closest to your reason for considering withdrawal from nursing school? (Check only one.) 18:X 19:X 20:X

1. ☐ Change to a different type of nursing program 21:
2. ☐ Change in career choice
3. ☐ Was offered financial assistance by another school
4. ☐ Other financial reasons
5. ☐ Ill health
6. ☐ Devote time to family
7. ☐ Academic difficulty or failure
8. ☐ Feelings of non-acceptance by faculty
9. ☐ Feelings of non-acceptance by students
10. ☐ Other (Specify)_____

_____

C. Briefly state how the problem was solved so that you were able to remain in school.

_____ 22:

_____

23. A. Are you presently employed?

1. ☐ Yes, Full-time 2. ☐ Yes, Part-time 3. ☐ No 23:

B. If Yes, what kind of work do you do?_____ 24:

24. In general, how well are you doing in your course work?

1. ☐ Very well 3. ☐ Not very well 25:
2. ☐ Average 4. ☐ Probably failing

25. Some schools offer special academic and social support to their students. If you happen to know whether your school offers special support to nursing students, please indicate whether or not you found these aids useful by checking the appropriate column for <u>each</u> of the following: 26-58:X

	Very Useful	Somewhat Useful	Not at all Useful	Available but I have not used	Never heard of or don't know	
<u>Academic Support</u>						
1. Reinforcement or remedial courses <u>before</u> regular courses bagin (summer workshops)	☐	☐	☐	☐	☐	59:
2. Reinforcement or remedial courses <u>concurrent</u> with regular courses	☐	☐	☐	☐	☐	60:
3. Decreased academic workload and/or lengthened time for course completion	☐	☐	☐	☐	☐	61:
4. Tutorial program	☐	☐	☐	☐	☐	62:
5. Counseling in study habits	☐	☐	☐	☐	☐	63:
6. Other (specify) _____	☐	☐	☐	☐	☐	64:
<u>Social Support</u>						
7. Family counseling	☐	☐	☐	☐	☐	65:
8. Personal counseling	☐	☐	☐	☐	☐	66:
9. Other (specify) _____	☐	☐	☐	☐	☐	67:

The following lines are provided for any other comments you would like to make about getting into (or your experience with attending) nursing school:

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<u>THANK YOU VERY MUCH FOR PARTICIPATING IN THIS STUDY</u>